2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION											
Program Web Site http://education.latech.edu/											
Approval/Accreditation				Na	ames of Ag	gencies				Status	
	A.B. 1. A. 1221 221 221		of Elem	entary and Seco	ndary E	ducation ((BESE)			Approved	
		State: Board								Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges							Accredited		
		(SACSCOC)									
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited		
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator									
		Preparation (CAEP)									
Type of Prog	ram	Alternate (Ma	Alternate (Master of Arts in Teaching; Certification-Only)								
CANDIDATE SELECTION PROFILE											
Academic Str	ength	Completer Pa	ssage R	ate on Praxis Ski	lls Asses	sment (2	015-16)			100%	
		Median GPA of Candidates Entering the Program (2015-16)							3.00		
		Median GPA of Candidates Completing the Program (2015-16)							3.92		
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet		
		(by 2015-16)							Available		
Teaching Promise Data Not Yet Available.											
Candidates/		Candidates	Enrolled			Completers			Total		
Completer		(2015-16)	68				44			112	
Diversity		Enrolled		Mal					Females		
		Gender	9 59								
		Enrolled	Hispanio		Asian	ı	Black	Islande		Multi-Racial	
		Race	0	0	2		10	0	55	1	
		KNOW	LEDGE A	AND SKILLS FOR	TEACHI	NG OF CC	OMPLETE	RS			
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)							100%		
	Pedagogical	Completer Pa	Passage Rate on Praxis Professional Knowledge Assessments (2015-16)						100%		
	Overall	Completer Pa	ssage R	ate on all Assess	ments (2	2015-16)				100%	
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic Year							Yes		
		Student	Clock Hours of Clinical Experiences Prior to Student Teaching					180			
		Teaching	Clock Hours of Clinical Experiences				ber of	Number of	Total Number of		
			During Student Teaching			W	eeks	Clock Hours per Week	Clock Hours		
						-	10	40	400		
Licensure Requirements		Number and Percentage of 2015-16 Completers That Meet State Licensing						100%			
	•	Requirements									
Completer Ra	ating	Data Not Yet Available									
	PR	OGRAM PROD	UCTIVIT	Y AND ALIGNM	ENT TO	STATE NE	EDS OF	COMPLET	TERS		
Entry and Pe										66% (n=29)	
Teaching in Public Schools		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17 Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet		
in Louisiana		G							Available		
		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-10									
(Please examine the 2018		Number of	f	Number &		nber &	Numb		Number &	Number &	
Louisiana Teacher Preparation Data Fact Book to accurately		2011-12	_	Percentage		entage	Percei	_	Percentage	Percentage	
interpret the meaning of these		Completers	•	Teaching in 2012-13		hing in L3-14	Teach	_	Teaching in 2015-16	Teaching in 2016-17	
scores.)		100%		76%		9%	65		64%	59%	
		(n=100)		(n=76)		=69)	(n=		(n=64)	(n=59)	
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2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Alternate Teacher Preparation Program

PREFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)		TAS CLASSING ON TEACHING AREA		<u> </u>		c)		
Score (2014-15, 2015-16, & 2016-17 An Number of Scores for All New Teachers by LDOE Teachers Fefetiveness Levels			·					
17 and Number of Scores for All	<u> </u>	•	·					
New Teachers with Less than Two Vears of Teaching Percentage and Number of 2014 15, 2015-16, 2016-17 (compass Teacher Effectiveness Levels for Student Growth Scores Ineffective Ineffecti	K-12 Students	,						
Louisiona Teacher Preparation Date Face March to accurately interpret the meaning of these scores.] Percentage and Number of 2014- S. 2015-17 (a.g. 2016-17 compass Student Outcome Scores for the Wer Teachers by LIDOE Teacher Effectiveness Levels Downstrated Teaching Skill	(8)		(n=242)					
Teach of the accurately the meaning of these scores.	1	New Teachers With Eess than Two						
Percentage and Number of 2014- 5, 2015-16, 2016-17 compass Student Outcome Scores for the New Teachers by LDDE Teacher Effectiveness Levels Demonstrated Teaching Skill Skill Overall Impact and Demonstrated Teaching Skill Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Skill I	•							
Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels Mean Composs Professional Practice Mean & Number of Scores	*		•					
New Teachers by LDDE Teacher 19%	scores.)		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Demonstrated Teaching Mean Compass Professional Practice Score (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Scores for Man Reverse Street			10/	/10/	220/	720/		
Demonstrated Teaching Skill Mean Compass Professional Practice Score (2014-15, 2015-16, & 2016-17) and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Score (2014-15, 2015-16, & 2016-17 Compass Professional		New Teachers by LDOE Teacher		-		-		
Skill Protective Score (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels Compass Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels		Effectiveness Levels	(U=Z10)	(11=10)	(11=35)	(n=1/5)		
Rease examine the 2018 Louisiana Teacher Preparation Date Fact Book to accurately interpret the meaning of these scores.	Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Please examine the 2018 Compass Final Evaluation Scores for Preparation Date Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers by LDOE Teachers with Less than Two Years of Teaching by Content Areas (Teaching by Content Areas) Presented to accurately interpret the meaning of these scores.) Presented the meaning of these scores for New Teachers by LDOE Teacher Effective Proficient (New Teachers With Less than Two Years of Teaching by Content Areas (Teaching by Content Areas (Teaching by Content Areas (Teaching by Content Areas (Teaching by Content Areas) Presented the meaning of these scores.) Presented the meaning of these scores for New Teachers by LDOE Teacher Effective Teaching by Content Areas (Teaching by Content Areas) Presented the meaning of these scores.) Presented the meaning of these scores (Teaching by Content Areas	Skill	Practice Score (2014-15, 2015-16,						
Compass Teacher Effectiveness Levels for Professional Practice Scores in Implication and Death Fact Book to accurately interpret the meaning of these scores.) Frequency of the Mean Compass Final Evaluation Mean & Number of Scores for the New Teachers by LDDE Teacher Effectiveness Levels		& 2016-17) and Number of Scores						
Date Fact Book to accurately interpret the meaning of these scores.] Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDDE Teacher Effectiveness Levels Near Compass Final Evaluation Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teacher Preparation Deato Fact Book to accurately interpret the meaning of these scores.] Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Mean & Number of Scores Scores.] Percentage and Number of 2014-15, & 2015-16, & 2016-17 Compass Final Evaluation Mean & Number of Scores Scores.	· ·	for All New Teachers with Less						
Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDDE Teacher Effective enses Levels or Secretary New Teachers with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers in More New Teachers with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers when the easing of these scores.) Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass Final Evaluation Mean & Number of Scores (n=242) Compass Teacher Effective energing Effective Proficient (n=13) To watcher Service Scores (n=14) (n=10) (n=11) (n=9) (n=13) Compass Teacher Effective energing Effective Proficient (n=14) (n=10) (n=10) (n=20) Compass Teacher Effective energing Effective Proficient (n=14) (n=10) (n=10) (n=10) Compass Teacher Effective energing Effective Proficient (n=14) (n=10) (n=10) (n=10) Compass Teacher Effective energing Effective Proficient (n=14) (n=10) (n=10) (n=14) Compass Teacher Effective energing Effective Proficient (n=14) (n=142) Compass Teacher Effective energing Effective Proficient (n=14) (n=150) (n=142) Compass Teacher Effective energing Effective Proficient (n=14) (n=150) (n=150) (n=14) Effective Emerging Effective Proficient (n=15) (n=16) (n=15) (n=16) (n=15) (n=16) (n=16) (n=16) (n=16) (n=16) (n=17) Interfective Effective Emerging Effective Proficient (n=15) (n=16) (n=16) (n=16) (n=17) (n=17) (n=18) Effective Emerging Effective Proficient (n=16) (n=17) (n=17) (n=17) (n=17) (n=18) Effective Emerging Effective Proficient (n=16) (n=17) (n=17) (n=17) (n=17) (n=18) (n=	•	than Two Years of Teaching						
15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	*	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
Overall Impact and Demonstrated Teaching Skill Mean Compass Final Evaluation Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching by Content Areas 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 2018 Louisiano Teacher Preparation Data Foot Book to accurately integret the meaning of these scores. J State Value Added Scores for New Teachers by LDDE Teacher Effectiveness Levels Content Areas Content Areas Mathematics Content Areas Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Teaching by Content Areas (Ten or More New Teachers) (n=510) (n=11) (n=92) (n=138) Compass Final Evaluation Mean & Number of Scores (n=242) Compass Teacher Effectiveness Levels for Value-Added Scores of Final Evaluation Scores (n=10*) (n=	, , , , , , , , , , , , , , , , , , , ,	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Teacher Effectiveness Levels Overall Impact and Demonstrated Teaching Skill Nan Compass Final Evaluation Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Mathematics Compass Final Evaluation Mean & Number of Scores 3.5 (n=242) Compass Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Mathematics Content Areas Content Areas Content Areas Mathematics Compass Teacher Effectiveness Levels for Value Added Scores of Final Evaluation Scores for the New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas Mathematics Content Areas Mathematics Content Areas Mathematics Mathematics Content Areas Mathematics Mathematics Compass Teacher Effectiveness Levels for Value Added Scores of Final Evaluation Scores Ineffective Effective Emerging Effective Proficient Highly Effective 20% 40% 30% 10% (n=20) (n=20) Ineffective Effective Emerging Effective Proficient Highly Effective North (n=10) (n=10) (n=10) (n=10) Science Content Areas Mathematics Content Areas Mathematics Content Areas Mathematics Mathematics Content Areas Mathematics Mathematics Content Areas Mathematics Mathematics Content Areas Mean, Number of Scores & Effective Emerging Effective Proficient Highly Effective North (n=10)		Professional Practice Scores for	0%	5%	38%	57%		
Teacher Effectiveness Levels Mean Compass Final Evaluation Mean & Number of Scores		the New Teachers by LDOE	(n=≤10)	(n=11)	(n=92)	(n=138)		
Mean Compass Final Evaluation Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching Demonstrated Teaching Date Fact Book to accurately interpret the meaning of these scores. State Value Added Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)								
Score (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Please examine the 2018 Compass Teacher Effectiveness Levels	Overall Impact and		Compass Final Evaluation Mean & Number of Scores					
17 and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for the New Teachers sin Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Please examine the 2018 17 and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for the New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Please examine the 2018 18 and Number of Scores, & Effective Emerging 19 and Number of Scores of Tenders 19 and Number of Scores, & Effective Emerging 19 and Number of Scores of Tenders 19 and Number of Scores of Tenders 19 and Number of Scores, & Effective Emerging 19 and Number of Scores of Tenders 19 and Number of Scores, & Effective Emerging 19 and Number of Scores of Tenders 19 and Number of Scores, & Effective Emerging 19 and Number of Scores of Tenders 19 and Number of Scores, & Effective Emerging 19 and Number of Scores, & Effective Emergi	-	•	3.5					
New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass 16		1						
Please examine the 2018 Louision Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels The New Teachers by LDOE Teacher Effectiveness Levels 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)			(11-272)					
Devision Teacher Preparation Devision Teacher Preparation Teacher Preparation Devision Teacher Preparation Devision	(Please examine the 2018							
Date Pack Book to accurately interpret the meaning of these scores.] 15, 2015-16, & 2016-17 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 1% 3% 37% 60% (n=84) (n=144)	•		Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 1% (n=≤10) (n=≤10) (n=89) (n=144)	*							
New Teachers by LDOE Teacher Effectiveness Levels Content Areas Content Areas		•	1%	3%	37%	60%		
Effectiveness Levels Content Areas Conte	360763.7		(n=≤10)	(n=≤10)	(n=89)	(n=144)		
Content Areas 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 by Content Areas (Ten or More New Teachers)		•						
for New Teachers in Grades 4-8 with Less than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 Mathematics Preparation Diagratic Preparation Data Fact Book to accurately Interpret the meaning of these scores. Science Mathematics Mathematics Mathematics Mathematics Mathematics Preparation Diagratic Preparation Diagratic Preparation (n=20) Mathematics Preparation Diagratic Preparation Diagratic Preparation (n=210) Mathematics Preparation Diagratic Preparation Diagratic Preparation Diagratic Preparation (n=210) Mathematics Preparation Diagratic Preparation Diagr	State Value Added Scores		Mean, Number	of Scores, & Effectiven	Less Levels for Value-Ad	ded Scores of Ten		
Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) (Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science		Content Areas	or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16					
Two Years of Teaching by Content Areas (Ten or More New Teachers) (Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science Science Social Studies (Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Mathematics (n=20) Ineffective Effective Emerging Effective Proficient (n=510) (n=510) (n=510) Ineffective Effective Emerging Effective Proficient (n=510) (n=510) N/A Ineffective Effective Emerging Effective Proficient N/A								
Content Areas (Ten or More New Teachers) (Please examine the 2018 Louisiana Teacher Preparation Data Foat Book to accurately interpret the meaning of these scores.) Science Ineffective Effective Emerging Effective Proficient Highly Effective May Server		Mathematics						
More New Teachers) (Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Social Studies (Note: Data are not available - new assessments being developed.) English/Language Arts/Reading (New Teachers) 20% 40% 30% 10% (n= \leq 10) (n= \in	9 1			· '		T		
(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science -1.6	-							
CPlease examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.	more near reachers,							
Data Fact Book to accurately interpret the meaning of these scores.)	(Please examine the 2018		(n=≤10)	· · · · · · · · · · · · · · · · · · ·		(n=≤10)		
$ \frac{\text{Ineffective Effective Emerging Effective Proficient By Boundary Scores.}) }{8\%} $		Science						
$ \frac{8\% 54\% 31\% 8\% }{(n=\leq 10) (n=\leq 10) (n=\leq 10)} $	*		, ,					
Social Studies (Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/								
Social Studies (Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective N/A N/	Scores./			- '				
(Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient N/A			(n=≤10)	· · · · · · · · · · · · · · · · · · ·	` '	(n=≤10)		
Ineffective Effective Emerging Effective Proficient Highly Effective			N/A					
new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective 15% 31% 23% 31%		·	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
English/Language Arts/Reading 1.6 (n=13) Ineffective Effective Emerging Effective Proficient Highly Effective 15% 31% 23% 31%			N/A	N/A	N/A			
Ineffective Effective Emerging Effective Proficient Highly Effective 15% 31% 23% 31%								
15% 31% 23% 31%		English/Language Arts/Reading						
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
(n=≤10) (n=<10) (n=<10) (n=<10)			15%	31%	23%	31%		
			(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System Certification-Only Program Alternate Teacher Preparation Program

	critification only rogium Arten		•				
	1	EACHERS WITH LESS THAN TWO YEARS OF TEACHING)					
mpact on Mean Compass Student Growth		Compass Student Growth Mean & Number of Scores					
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.7					
	16) and Number of Scores for All		(n:	(n=26)			
(Please examine the 2018 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Growth Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Growth Scores for the New	0%	0%	15%	85%		
	Teachers by LDOE Teacher						
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=≤10)	(n=22)		
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2013-14, 2014-15,	3.5					
	& 2015-16) and Number of Scores	(n=26)					
(Please examine the 2018	for All New Teachers with Less than						
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for the	0%	0%	46%	54%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=12)	(n=14)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.6					
Skill	16) and Number of Scores for New	(n=26)					
	Teachers with Less than Two Years						
(Please examine the 2018	of Teaching						
Louisiana Teacher Preparation	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	0%	0%	39%	62%		
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=10)	(n=16)		
	Effectiveness Levels						
State Value Added Scores	Content Areas	Mean, Number	of Scores, & Effectiven	ess Levels for Value-Ad	ded Scores of Ten		
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During					
Grades 4-8 with Less than	Bash	2013-14, 2014-15, & 2015-16 N/A (n=N/A)					
Two Years of Teaching by	Mathematics						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
(Please examine the 2018	Science	(11-14774)			(11-14/74)		
Louisiana Teacher Preparation Data Fact Book to accurately	Science	N/A (n=N/A)					
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
	Social Studies	N/A					
	(Note: Data not available – new	·					
	assessments being developed.)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A	N/A	N/A	N/A		
	English/Language Arts/Reading	N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
	I .	. 1:7	, , , , , ,	, , , ,	, , , , ,		