

2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Centenary College

Prepared by Louisiana Board of Regents & Private Universities

Master of Arts in Teaching Alternate Teacher Preparation Program

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

| | | | | | |
|---|--|---|-----------------------------|-----------------------------|-------------------------|
| Impact on K-12 Students <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Student Outcome Score</i> (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Student Outcome Mean & Number of Scores | | | |
| | | 3.3 (n=70) | | | |
| | Percentage and Number of 2013-14, 2014-15, & 2015-16 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Student Outcome Scores | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | |
| | 3% (n=≤10) | 6% (n=≤10) | 39% (n=27) | 53% (n=37) | |
| Demonstrated Teaching Skill <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Professional Practice Score</i> (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Professional Practice Mean & Number of Scores | | | |
| | | 3.3 (n=70) | | | |
| | Percentage and Number of 2013-14, 2014-15, & 2015-16 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Professional Practice Scores | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | |
| | 0% (n=≤10) | 9% (n=≤10) | 46% (n=32) | 46% (n=32) | |
| Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Final Evaluation Score</i> (2013-14, 2014-15, & 2015-16) and Number of Scores for New Teachers with Less than Two Years of Teaching | Compass Final Evaluation Mean & Number of Scores | | | |
| | | 3.4 (n=70) | | | |
| | Percentage and Number of 2013-14, 2014-15, & 2015-16 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Final Evaluation Scores | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | |
| | 3% (n=≤10) | 6% (n=≤10) | 44% (n=31) | 47% (n=33) | |
| 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) <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | 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 2013-14/2014-15/2015-16 | | | |
| | Mathematics <i>(Taught During 2014-15 & 2015-16)</i> | 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) |
| | Science <i>(Taught During 2013-14, 2014-15 & 2015-16)</i> | 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 <i>(Note: Data not available – new assessments being developed.)</i> | N/A | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | N/A | N/A | N/A | N/A |
| English/Language Arts/Reading <i>(Taught During 2014-15 & 2015-16)</i> | 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) | |

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| Impact on K-12 Students <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Student Outcome Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Student Outcome Mean & Number of Scores | | | | | | | | | | | |
|--|--|--|----------------------|----------------------|----------------------|------------------|------|------|------|------|--|--|--|
| | | 3.2 (n=60) | | | | | | | | | | | |
| | Percentage and Number of 2012-13, 2013-14, & 2014-15 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Student Outcome Scores | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">3%</td> <td align="center">12%</td> <td align="center">37%</td> <td align="center">48%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | 3% | 12% | 37% | 48% | | | |
| Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | | |
| 3% | 12% | 37% | 48% | | | | | | | | | | |
| Demonstrated Teaching Skill <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Professional Practice Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Professional Practice Mean & Number of Scores | | | | | | | | | | | |
| | | 3.2 (n=60) | | | | | | | | | | | |
| | Percentage and Number of 2012-13, 2013-14, & 2014-15 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Professional Practice Scores | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">0%</td> <td align="center">10%</td> <td align="center">52%</td> <td align="center">38%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | 0% | 10% | 52% | 38% | | | |
| Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | | |
| 0% | 10% | 52% | 38% | | | | | | | | | | |
| Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Final Evaluation Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for New Teachers with Less than Two Years of Teaching | Compass Final Evaluation Mean & Number of Scores | | | | | | | | | | | |
| | | 3.3 (n=60) | | | | | | | | | | | |
| | Percentage and Number of 2012-13, 2013-14, & 2014-15 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Final Evaluation Scores | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">3%</td> <td align="center">7%</td> <td align="center">50%</td> <td align="center">40%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | 3% | 7% | 50% | 40% | | | |
| Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | | |
| 3% | 7% | 50% | 40% | | | | | | | | | | |
| State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Content Areas | Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15 (3- to 5-Year Averages) | | | | | | | | | | | |
| | Mathematics <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i> | N/A (n=N/A) | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | |
| | N/A% | N/A% | N/A% | N/A% | | | | | | | | | |
| | Science | N/A (n=N/A) | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | |
| | N/A% | N/A% | N/A% | N/A% | | | | | | | | | |
| | Social Studies | N/A (n=N/A) | | | | | | | | | | | |
| | | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | |
| N/A% | N/A% | N/A% | N/A% | | | | | | | | | | |
| English/Language Arts/Reading <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i> | N/A (n=N/A) | | | | | | | | | | | | |
| | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> <td align="center">N/A%</td> </tr> </table> | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% | | | | |
| Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | | | | | |
| N/A% | N/A% | N/A% | N/A% | | | | | | | | | | |

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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

| | | | | | |
|--|---|--|--------------------|----------------------|------------------|
| Impact on K-12 Students <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean Compass Student Outcome Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Student Outcome Mean & Number of Scores | | | |
| | | 3.2 (n=32) | | | |
| | Percentage and Number of 2012-13 and 2013-14 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 |
| | 0% | 13% | 41% | 47% | |
| Demonstrated Teaching Skill <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Professional Practice Mean & Number of Scores | | | |
| | | 3.3 (n=32) | | | |
| | Percentage and Number of 2012-13 & 2013-14 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 |
| | 0% | 6% | 53% | 41% | |
| Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching | Compass Final Evaluation Mean & Number of Scores | | | |
| | | 3.3 (n=32) | | | |
| | Percentage and Number of 2012-13 & 2013-14 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 |
| | 0% | 3% | 63% | 34% | |
| State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Content Areas | Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14 | | | |
| | Mathematics | N/A (n=N/A) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | N/A | N/A | N/A | N/A |
| | Science | N/A (n=N/A) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | N/A | N/A | N/A | N/A |
| | Social Studies | N/A (n=N/A) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | N/A | N/A | N/A | N/A |
| | English/Language Arts/Reading | N/A (n=N/A) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| N/A | | N/A | N/A | N/A | |
| K-12 Student Perceptions | Data Not Yet Available. | | | | |