

## Value-added Effectiveness Levels

## Summary:

Indicators of Teaching Effectiveness Cohorts of program completers included the following academic years: 2016-17, 2017-18, and 2018-19. This assessment measures the impact of TPCP certification-only program on K-12 student outcomes, based upon the value-added results of program completers during their performance as classroom teachers (New Teachers with less than two year of teaching). The majority of our completers (81%) scored in the "Effective Proficient" and "Highly Effective" range.

\*This is the most recent data available from the State because of COVID.

Data:



2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Tulane University Prepared by Louisiana Board of Regents & Private Universities											
						Certification-Only Teacher Preparation Program					
						PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)					
						Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores			
K-12 Students	Score (2016-17, 2017-18, 2018-19)	3.1 (n=41)									
	and Number of Scores for All New										
(Please examine the 2020	Teachers with Less than Two Years										
Louisiana Teacher Preparation Data Fact Book to accurately	of Teaching										
interpret the meaning of these	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Student Outcome Scores									
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective						
	Student Outcome Scores for the	00/	209/	440/	37%						
	New Teachers by LDOE Teacher	0%	20%	44%	37%						
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=18)	(n=15)						
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores 3.0 (n=41)									
Skill	Practice Score (2016-17, 2017-18,										
	2018-19) and Number of Scores for										
(Please examine the 2020	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 2016-			vels for Professional Pr							
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective						
	Professional Practice Scores for the	2%	10%	66%	22%						
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=27)	(n=≤10)						
	Effectiveness Levels										
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores									
Demonstrated Teaching	Score (2016-17, 2017-18, 2018-19)	3.1 (n=41)									
Skill	and Number of Scores for New										
	Teachers with Less than Two Years										
(Please examine the 2020 Louisiana Teacher Preparation	of Teaching										
Data Fact Book to accurately	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Final Evaluation Scores									
interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective 0%	Effective Emerging 17%	Effective Proficient 59%	Highly Effective 24%						
scores.)	Final Evaluation Scores for the New	(n=≤10)	(n=≤10)	(n=24)	(n=10)						
	Teachers by LDOE Teacher	(n=510)	(0=510)	(n=24)	(0=10)						
	Effectiveness Levels										
State Value-Added	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									
Scores for New Teachers		2016-17, 2017-18 and 2018-19									
in Grades 4-8 with Less	Mathematics	N/A (n=≤10)									
than Two Years of		Ineffective	Effective Emerging	Effective Proficient	Highly Effective						
Teaching by Content		N/A%	N/A%	N/A%	N/A%						
Areas (Ten or More New		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)						
Teachers)	Science	N/A (n=N/A)									
(Please exomine the 2020	(NO DATA – STATE			Highly Effective							
Louisiana Teacher Preparation	TRANSITIONING TO NEW TEST)	N/A%	N/A%	N/A%	N/A%						
Data Fact Book to accurately		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)						
interpret the meaning of these	Social Studies	N/A (n=≤10)									
scores.)		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)						
	English/Language Arts/Reading	N/A (n=≤10)									
		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)						
		in of ed	(	(	1						