



Impact on P-12 Learning and Development

Summary:

The impact of completers on P-12 Student Learning from 2016-17, 2017-18, 2018-19 is provided in the charts below, from the Louisiana Board of Regents and Private Universities. Data are based upon the value-added results of program completers with less than two years of teaching. Teacher value-added results are limited to grades and subjects with state administered assessments. Completers “value-added effectiveness” scores range among “highly effective”, “effective proficient” and “emerging-effective” levels only. The “ineffective” value-added score was 0%. The data also reflect the majority of our completers scored in the “highly effective” and “effective proficient” levels.

Note: The number of content area completers in grades 4-8 were fewer than 10. To be eligible for VAM analysis with LDoE, EPPs must have at least 10 students per content. Tulane’s Post-Baccalaureate Teacher Certification Programs overall mean scores and percentages of teacher effectiveness levels as per student growth results are included.

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 K-12 Students <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (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			
		3.1 (n=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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	
	0% (n=≤10)	20% (n=≤10)	44% (n=18)	37% (n=15)	
Demonstrated Teaching Skill <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (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			
		3.0 (n=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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	
	2% (n=≤10)	10% (n=≤10)	66% (n=27)	22% (n=≤10)	
Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (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			
		3.1 (n=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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	
	0% (n=≤10)	17% (n=≤10)	59% (n=24)	24% (n=10)	
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 2020 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 2016-17, 2017-18 and 2018-19			
	Mathematics	N/A (n=≤10)			
		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 (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	N/A (n=≤10)			
		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)
English/Language Arts/Reading	N/A (n=≤10)				
	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)	