



To: Higher Education Committee
From: John L. D'Agati *John L. D'Agati*
Subject: Teacher and Principal Preparation Program Profiles
Date: April 16, 2012
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SUMMARY

Issue for Discussion

Summary of the Department's development of teacher and principal preparation program profiles. The Office of Higher Education is working in collaboration with the Office of P-12 Education, Data Systems Information and Reporting Services on this initiative. The teacher and principal preparation program profiles are one of five data deliverables under the P-20 data system. The following is a status update with next steps identified.

Reason(s) for Consideration

For information.

Proposed Handling

This matter will come before the Higher Education Committee at its April 2012 meeting for discussion.

Background Information

SED committed in its Race to the Top (RTTT) application to provide information to teacher and school leader preparation institutions regarding their graduates by backward mapping the teaching and school performance of those graduates to the institutions that prepared them. Further, SED committed to providing information for public review regarding the effectiveness of teacher and school leader preparation programs to ensure that graduates are prepared to teach all students. The Department's planned approach is in alignment with the Regents Reform Agenda and the U.S. Department of Education's plan for teacher education reform and improvement.

Linking the P-12 and higher education data systems will allow for richer longitudinal analyses and the identification of additional opportunities to improve educational programs and prepare students for college and careers. The teacher and principal preparation program profiles will provide mechanisms for aligning program coursework and requirements at institutions of higher education (IHEs) with college and career ready skills taught in P-12; ongoing engagement, collaboration and communication between P-12 and IHEs; publicly reporting on the effectiveness of teacher and principal preparation programs; improving data access for researchers and the public; and analyzing the effectiveness of teacher and principal programs in NYS.

The Department plans to engage IHEs in the planning and identification of data elements in the spring and summer of 2012. A mock-up report of potentially valuable data has been generated by the Office of Higher Education’s Office of Research and Information Systems as a starting point for the discussion.

To the extent possible, the Department plans to align its reporting requirements to USDE’s reform agenda for teacher preparation programs and is also committed to publicly reporting this information as a way of increasing transparency. Data elements included that USDE expects to require of teacher preparation programs are:

- Student growth of elementary and secondary school students taught by program graduates – USDE proposes that states use multiple, valid measures of student performance.
- Job placement and retention.
- Surveys of program graduates and principals – information should be focused on determining if program graduates are adequately prepared to teach.

Recommendation

It is recommended that the Department, consistent with the Board of Regents reform agenda and the USDE’s reform agenda for teacher preparation programs, support the development and dissemination of teacher and principal preparation program profiles.

Timeline for Implementation

The Office of Higher Education recommends that the Department follow the timeline below for the implementation of developing and sharing data profiles with IHEs.

2011-2012 school year	<ul style="list-style-type: none"> • SUNY and CUNY will provide end-of-term student-level data to the Department’s P-20 data system. • SUNY and CUNY will begin to integrate the statewide P-12 unique student identifier into their campus systems and processes.
Spring-Summer 2012	<ul style="list-style-type: none"> • Engage with higher education stakeholders (including deans, faculty members, and administrators). • Draft mock-up of data profile.

	<ul style="list-style-type: none"> • Identify any additional measures for inclusion in the reports.
Fall 2012	<ul style="list-style-type: none"> • Show individual IHEs their graduates' student growth results, in draft format.
Winter-Spring 2013	<ul style="list-style-type: none"> • Develop additional measures, refine report design, and draft guidance for interpreting data. • Enact any necessary changes to regulations. • Develop plan for disseminating the reports to the public.
Fall 2013	<ul style="list-style-type: none"> • Publish reports with student growth results tied to each IHE's graduates.
Fall 2014	<ul style="list-style-type: none"> • Publish reports with more data, including results on new certification exams.

Attachments

- University of Memphis Teacher Education Program Information
- Louisiana Value-Added Results for Teacher Preparation Programs

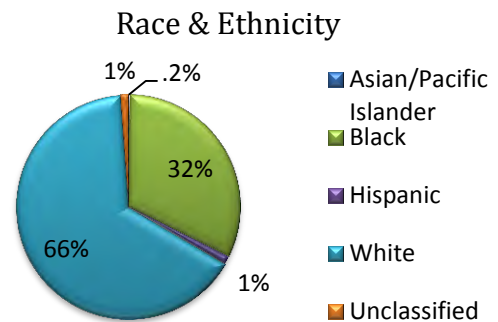
University of Memphis

Teacher Education Program Information

Location:	Memphis, TN
System:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	47
Top Endorsement Areas:	Elementary K-6 (155 completers) Special Education Modified (64 completers) Middle Grades 4-8 (59 completers)

Program Completers

Total Number	436
Male	20%
Female	80%
In-state	91%
Out-of-state	9%
Traditional License	306
Alternative License	120



Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
Final GPA	3.52	2.55 – 4.00	3.47	3.62	3.57
Major GPA	3.57	2.50 – 4.00	3.54	3.62	3.55
High School GPA	3.21	1.56 – 4.00	3.20	3.31	3.39
ACT Composite	21.2	13 – 33	21.2	21.2	22.9
ACT Reading	22.4	9 – 35	22.5	22.1	23.5
ACT Science	20.7	13 – 35	21.0	19.7	21.8
ACT English	22.9	11 – 34	22.7	23.2	23.2
ACT Math	20.1	12 – 30	20.1	20.2	20.8
SAT Cumulative	1017	820 – 1150	998	1073	1182
SAT Math	489	320 – 700	456	590	560
SAT Verbal	528	430 – 600	543	483	557

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2006 - 07	496	71.8%	69.6%	61.1%	66.7%
2007 - 08	420	66.9%	69.0%	56.9%	
2008 - 09	424	59.7%	64.4%		
2009 - 10	436	71.6%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2008-2009)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	420	406	97%
Summary Pass Rates			
- Alternative			

Note: The pass rate is not provided if there were less than 10 test takers

Teacher T-Value Effects (includes all grades)*One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

Veteran Teacher Comparison: The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6692	108	30
- Math	-0.3374	72	25
- Reading/Language	-0.2011	58	24
- Science	-0.2574	59	24
- Social Studies	-0.4909	62	23
EOC Composite (High school)	-	4	17

Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4120	25	15
- Math	-	3	7
- Reading/Language	-0.7805	19	7
- Science	0.3346	7	8
- Social Studies	0.1746	7	5
EOC Composite (High school)	0.4681	16	18
- English I	-0.9294	5	1

Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.8089	133	34
- Math	-0.3288	75	29
- Reading/Language	-0.3440	77	27
- Science	-0.1946	66	28
- Social Studies	-0.4234	69	25
EOC Composite (High school)	0.3786	20	26
- English I	-0.9294	5	6
- English II	0.8911	6	5

Beginning Teacher Comparison: The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.0868	108	30
- Math	-0.0730	72	25
- Reading/Language	-0.0256	58	24
- Science	-0.1382	59	24
- Social Studies	-0.1237	62	23
EOC Composite (High school)	-	4	17

Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.3633	25	15
- Math	-	3	7
- Reading/Language	-0.6246	19	7
- Science	-0.8685	7	8
- Social Studies	-0.6728	7	5
EOC Composite (High school)	0.5107	16	18

Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3969	133	34
- Math	-0.2049	75	29
- Reading/Language	-0.1956	77	27
- Science	-0.4108	66	28
- Social Studies	-0.3031	69	25
EOC Composite (High school)	0.5828	20	26
- English I	-0.8332	5	6
- English II	0.8597	6	5

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

Traditionally Licensed Teachers

Subject	% Below the 20 th Percentile	% Above the 80 th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.8%	15.7%	108
- Math	25.0%	18.1%	72
- Reading/Language	32.8%	15.5%	58
- Science	27.1%	18.6%	59
- Social Studies	24.2%	9.7%	62
EOC Composite (High school)	-	-	4

Alternatively Licensed Teachers

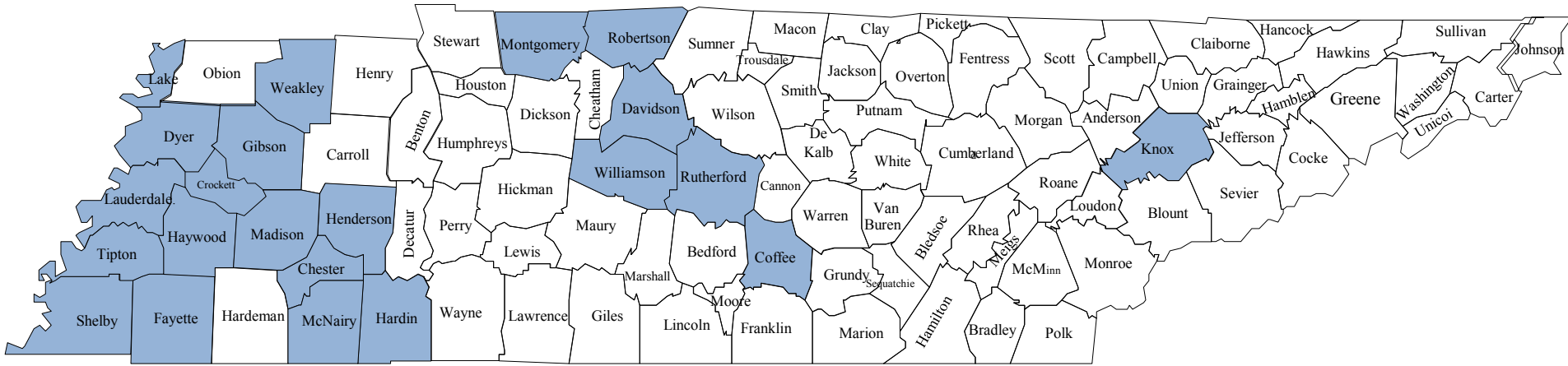
Subject	% Below the 20 th Percentile	% Above the 80 th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	32.0%	4.0%	25
- Math	-	-	3
- Reading/Language	26.3%	5.3%	19
- Science	0.0%	0.0%	7
- Social Studies	0.0%	0.0%	7
EOC Composite (High school)	18.8%	31.3%	16
- English I	20.0%	0.0%	5

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 th Percentile	% Above the 80 th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	28.6%	13.5%	133
- Math	25.3%	18.7%	75
- Reading/Language	31.2%	13.0%	77
- Science	24.2%	16.7%	66
- Social Studies	21.7%	8.7%	69
EOC Composite (High school)	15.0%	25.0%	20
- English I	20.0%	0.0%	5
- English II	0.0%	33.3%	6

University of Memphis

Counties where 2009-2010 Completers taught in 2010-2011



County	Number of Teachers
Chester	3
Coffee	1
Crockett	1
Davidson	2
Dyer	6
Fayette	5
Gibson	4
Hardin	1

County	Number of Teachers
Haywood	3
Henderson	1
Knox	2
Lake	2
Lauderdale	3
Madison	5
McNairy	1
Montgomery	1

County	Number of Teachers
Robertson	1
Rutherford	1
Shelby	249
Tipton	18
Weakley	2
Williamson	1



VALUE ADDED ASSESSMENT OF TEACHER PREPARATION PROGRAMS IN LOUISIANA: 2007-08 TO 2009-10

OVERVIEW OF 2010-11 RESULTS

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VALUE ADDED ASSESSMENT OF TEACHER PREPARATION PROGRAMS IN LOUISIANA: 2007-2008 TO 2009-2010 OVERVIEW OF 2010-11 RESULTS

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Louisiana was the first state in the nation to develop and implement a statewide Value-Added Teacher Preparation Assessment to identify the extent to which teacher preparation programs prepare graduates to teach effectively in grades 4-9. The model was developed by Dr. George Noell (Louisiana State University and A&M College), piloted during 2003-2006, and fully implemented during 2006-2009. Results have been disseminated to the public since 2006-07 and show that some teacher preparation programs have prepared new teachers whose students' learning is comparable to the learning of students taught by average experienced teachers.

The Louisiana Department of Education adapted the Value-Added Teacher Preparation Assessment to create a value-added teacher evaluation model to assess practicing teachers in grades 4-9 in tested content areas.

Since, Louisiana now possesses two value-added models that can be used to examine the effectiveness of teacher preparation programs, a decision has been made by the Louisiana Board of Regents and Louisiana Department of Education to use one consistent model to examine the effectiveness of its teachers and teacher preparation programs. The model to be used is the value-added teacher evaluation model developed for the Louisiana Department of Education.

This document provides a brief description of the value-added teacher evaluation model, the rationale for deciding to use one model instead of two models, issues that will need to be addressed as teacher preparation programs transition to the new model, and the 2009-10 value-added results for teacher preparation programs in Louisiana.

Value-added Teacher Evaluation Model

Louisiana Department of Education. The Louisiana Department of Education (LDOE) value-added teacher evaluation model estimates typical achievement of individual students based upon the following predictors adopted by the Board of Elementary and Secondary Education: prior achievement, attendance, gifted classification, free/reduced lunch status, section 504 status, discipline record, and disability status (e.g., emotionally disturbed, mild mental retardation, learning disabilities, other health impaired). Please see Chart 1 for a full listing of the predictors. The value-added results will tell teachers if their students have made more or less academic progress than what would be expected of students with their educational history.

Data are drawn from the standardized tests (iLEAP and LEAP-21), the Louisiana Educational Accountability Data System (LEADS) linking students to teachers, and supplemental databases. A multistage process is used to create longitudinal records that describe students' achievement,

attendance, and demographic factors across years. The student and teacher databases are then linked through LEADS.

Students are included in the assessment if they attend school for a full year, remain enrolled at the same school from the beginning of the school year until test time, take the regular state achievement tests (i.e., LEAP, *i*-LEAP), and were enrolled in grades 4-9. Prior achievement data must exist for students to be included. The teachers are given the opportunity to correct their student rosters. If students are taught by multiple teachers during the same school year, the teachers are assigned a weighted portion of the students' score in proportion to the extent to which they taught the students in that subject.

Individual teachers are provided value-added scores; however, only school-wide value-added scores are reported to the public. Act 54 requires that value-added results be a part of the teachers' evaluation beginning in 2012-13. Teachers and principals will be able to use results to identify instructional strengths and weaknesses. In addition, they will be provided subgroup data (e.g., results for students with high versus low prior achievement) to determine if they are more or less successful in meeting the differentiated needs of their students.

The Louisiana Department of Education's value-added teacher evaluation model was piloted in 24 schools during 2009-10, piloted in 19 districts during 2010-11, and will be fully implemented during 2012-13.

Louisiana Board of Regents. Value-added scores of first and second year teachers who have completed their programs will be used to calculate mean scores for universities and private providers that prepare new teachers.

For value-added scores of teacher preparation programs to be reported in each content area, a program must have 25 or more new teachers from a new or redesigned teacher preparation program. To be included in the count, the new teachers must be teaching in the initial area(s) of certification in which they were prepared to teach and must have remained with their students for the full academic year. Teachers are counted as new from a university or private provider only if they began teaching within five years of their program completion date.

Value-added scores of first and second year teachers over a minimum of a three year time period will be used to calculate an overall value-added score for a teacher preparation program.

Rationale for Using the Value-Added Teacher Evaluation Model

The decision to use the Louisiana Department of Education (LDOE) value-added teacher evaluation model instead of the Value-Added Teacher Preparation Assessment model previously implemented by the Louisiana Board of Regents was based upon five important points.

First, the LDOE value-added teacher evaluation model is the model that is being used by educators and school systems in Louisiana. Thus, the value-added scores of teachers will become an integral part of plans to improve student achievement within schools and districts. If one common metric is used for both teachers and teacher preparation programs, support provided

to new teachers by teacher preparation programs will not only help increase student achievement and the value-added scores of individual teachers, but the support will also help improve the overall value-added scores of teacher preparation programs.

Second, one set of results will communicate a clearer message to the public. Having two sets of results that are very similar, but diverge in some instances due to method variance will create confusion. Consistent results will be important to legislators, parents, and the public.

Third, the LDOE value-added teacher evaluation model is more efficient in capturing more extended student test histories and more students and teachers. The teacher evaluation model has added students' discipline histories into the assessment and includes students who were retained the previous year.

Fourth, the LDOE value-added teacher evaluation model was designed to permit subgroup analyses. It is relatively efficient to do these types of analyses within this model. It will provide teacher preparation programs with the same type of data that classroom teachers receive. In contrast, the current Value-Added Teacher Preparation Assessment Model has complex specifications that make these types of analyses somewhat unintuitive due to variable issues and are very cumbersome to run. Teacher preparation programs want these data to identify specific strengths and weaknesses within their programs.

Fifth, aligning the two work streams will be cost efficient. The LDOE value-added teacher evaluation model will be used by the State on an annual basis to calculate value-added scores for teachers to address Act 54. By adopting the LDOE value-added teacher evaluation model, it will no longer be necessary for the Board of Regents to pay to create separate data files and conduct analysis to calculate effect estimates for the Value-Added Teacher Preparation Assessment Model. Instead, time can be repurposed in the short term to support system transition and create new data products that teacher preparation programs can use to examine potential areas of strength and weakness within programs.

Transition to the New Model

Several needs have surfaced as a result of the transition to the value-added teacher evaluation model.

First, value-added scores for the 2010-11 academic year need to be calculated and disseminated to teacher preparation programs and the public using the LDOE value-added teacher evaluation model during fall 2011 even though performance levels have not yet been determined for the scores. To address this need, the scores have been calculated and are reported in this document.

Second, value-added scores need to be calculated using the Value-Added Teacher Preparation Assessment Model for the three programs that are currently in Programmatic Intervention in the specific content areas in which they previously demonstrated weaknesses. The programs need to know if students being taught by the new teachers demonstrated sufficient growth in achievement for their programs to reach a Performance Level 3 to exit Programmatic Intervention based upon the 2010-11 results. To address this need, the value-added scores for

the areas assigned to Programmatic Intervention have been calculated using the original model, and the findings have been reported in this document.

Third, a Value-Added Teacher Preparation Assessment Committee needs to be created to identify policies and procedures to address the following questions:

- How should the LDOE value-added teacher evaluation model results be used to determine performance levels for teacher preparation programs?
- How should value-added results for alternative and undergraduate programs be compared?
- How should Programmatic Intervention be determined when using the LDOE value-added teacher evaluation model results and new definitions for performance levels?

The questions need to be addressed for the following reasons:

- Since different methods were used to calculate scores using the LDOE value-added teacher evaluation model, the process used to previously assign value-added scores to performance levels may no longer be valid. In addition, the current definitions for the five performance levels use comparisons to both new and experienced teachers which have been a source of confusion to teacher preparation programs and the public. Last, the current assignment of scores to performance levels based on Standard Errors of the Mean have resulted in inversions in which programs with higher value-added scores can fall within lower performance levels due to greater precision in their estimates. Although there is an elegant measurement/decision rationale behind this design, it has always been a source of confusion and conflict.
- Data now indicate that alternative programs generally are producing higher effect estimates than undergraduate programs. This may not be surprising since alternate program completers have been teachers of record for 1-3 years before they complete their programs. The impact of full time teaching upon value-added scores needs to be examined when comparing alternate and undergraduate programs.
- The use of the LDOE value-added teacher evaluation model to calculate scores for teacher preparation programs and the creation of new definitions for performance levels will necessitate a reexamination of the existing policy for Programmatic Intervention. Previously, programs entered Programmatic Intervention if they attained a value-added score at a Performance Level 4 or Performance Level 5. Data driven decisions need to be made when identifying criteria for entry into Programmatic Intervention using the new method. The adapted policy should clearly identify a rigorous process for assigning programs to Programmatic Intervention.

To address this need, a committee will be formed by the Board of Regents that is composed of the following members:

- One Commissioner of Higher Education Representative
- One State Superintendent Representative

- One Private Provider Representative
- Chief Academic Officer from Each University System
- President of Louisiana Association of Colleges for Teacher Education

Dr. George Noell, Dr. Kristin Gansle, and Dr. Jeanne Burns will provide the committee with technical support and help facilitate its work.

The committee will report answers to the three questions to the Board of Regents and Board of Elementary and Secondary Education at their joint meeting that will be held on December 8, 2011. Based upon recommendations of the committee, performance levels will be assigned to the 2010-11 value-added scores and decisions will be made regarding the placement of programs into Programmatic Intervention during spring 2012.

Value-Added Results for Teacher Preparation Programs

2010-11 Value Added Results for Teacher Preparation Programs. Value-added scores using the LDOE value-added teacher evaluation model were calculated for teachers in Louisiana who were teaching grades 4-9 in the following content areas: science, social studies, mathematics, language arts, and reading. *All* new teachers in a given content area who were teaching in their first or second year during the academic years of 2007-08, 2008-09, and 2009-10 were identified. All first and second year teachers were sorted by their universities, and it was determined if they met the inclusion criteria. If 25 or more teachers met the criteria for a specific content area (e.g., mathematics), a mean was calculated using the value-added scores of all first and second year teachers who met the criteria. The means were rounded to the nearest tenth of a point.

Tables 1-6 provide the value-added score means for 14 teacher preparation programs that had 25 or more teachers who met the criteria in a specific content area. Within the tables, all means describe the performance of the group listed in the left column; means, *N*s, and standard errors of the mean appear in the same row for each group.

Value-added score means for all experienced teachers in the State and value-added score means for all new teachers were also calculated for comparison purposes. The Value-Added Teacher Preparation Assessment Committee will meet during fall 2011 to assign performance levels to all value-added mean scores. Information will be disseminated about the performance levels during spring 2012.

The following universities did not have a sufficient number of new teachers for 2010-11 results to be released to the public: Centenary College, Grambling State University, Louisiana State University at Alexandria, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, and Xavier University. Also, some of the 14 universities with 2010-11 results offer other alternate or undergraduate teacher preparation programs and not all of their results were listed due to having less than 25 teachers in a content area. Results for all of these universities will be available in the future once the minimum number is reached.

Last, several teacher preparation programs have had value-added scores assigned to their universities on a consistent basis during previous years and no results were listed this year. As

an example, Northwestern State University has received value-added scores during 2007-08, 2008-09, and 2009-10 that were consistently at or above the value-added scores of experienced teachers in science, language arts, and reading for their alternate program. This year only three years of achievement data were available to calculate value-added scores, and Northwestern State University did not have the minimum number of 25 teachers to have a 2010-11 value-added score reported to the public. Next year five years of achievement data will be available, and they will be assigned value-added scores if they have the minimum number of new teachers. All results must be examined with the understanding that programs not listed as part of the 2010-11 results may have means that are at or above the means of experienced teachers, and they are currently not listed because of not reaching the minimum number of 25 new teachers in a content area.

The value-added scores are indicators for teacher preparation programs of the degree to which they are successful in preparing new teachers whose students reach the level of achievement that would be expected based on their educational history in specific content areas. The mean value-added result does not provide information regarding the absolute level of achievement of those students.

2010-11 Value-Added Results for Programmatic Intervention. Value-added scores using the Value-Added Teacher Preparation Assessment were calculated in content areas for programs that had previously generated scores at Performance Level 4 or Performance Level 5 and resulted in programs entering Programmatic intervention. The 2010-11 results indicated that the following programs attained scores at a Performance Level 3 and no longer require Programmatic Intervention.

- Louisiana Resource Center for Educators: Alternate Program – Reading
- McNeese State University: Undergraduate Program – Social Studies
- University of Louisiana at Lafayette: Alternate Program – Language Arts

The University of Louisiana at Lafayette did not attain a Performance Level 3 for the following programs: Undergraduate – Language Arts, Undergraduate - Science, and Alternate – Social Studies. They will continue to be in Programmatic Intervention for these three areas.

Next Steps

The Louisiana Board of Regents will provide each campus with breakdown data for their value-added results. The breakdown data will provide results by grade span (e.g., Grades 1-5, 4-8, 6-12, and Special Education) and subgroup achievement levels (e.g., low, mid, and high). In addition, campuses will be provided additional data that do not include identifiable teacher data. Teacher Preparation programs will be provided the data during fall 2011.

Campuses that would like to have identifiable teacher data will need to use forms developed by the Louisiana Department of Education to obtain permission from teachers in order for the State to release identifiable teacher data to the universities and private providers.

Additional Information

Please go to the following web sites for additional information about the following topics:

Louisiana Department of Education Value-Added Teacher Evaluation Model:

http://www.doe.state.la.us/topics/value_added.html

Louisiana Board of Regents Value-Added Teacher Preparation Assessment technical reports for 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 and a copy of this report:

<http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113>

Please contact Dr. Kristin Gansle (kgansle@lsu.edu) Dr. Jeanne M. Burns (jeanne.burns@la.gov), or Dr. George Noell (gnoell@lsu.edu) for additional information.

Chart 1: Basic Elements of Value-Added Assessment of Teacher Preparation Programs

Element	Description
Student Level Variables Used for Predictions	Emotionally Disturbed; Speech and Language Disability; Mild Mental Retardation; Specific Learning Disability; Other Health Impaired; Special Education – Other; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Limited English Proficiency; Student Absences; Suspensions (Prior Year); Expulsions (Prior Year); Prior Mathematics Test (1-3 years based on path); Prior Reading Test (1-3 years based on path); Prior Science Test (1-3 years based on path); Prior Social Studies Test (1-3 years based on path); and Prior English-Language Arts Test (1-3 years based on path).
Teacher Preparation Program Data	Title II and state data for teacher preparation program completers from 14 public universities, 5 private universities, and 2 private providers were used in the data analysis.
Content Achievement Areas	Data from the <i>i-LEAP</i> and <i>LEAP-21</i> for student achievement in mathematics, science, social studies, reading, and language arts.
Pathways to Certification	Data for new teachers completing undergraduate teacher preparation programs and three separate alternative certification programs for initial certification as a teacher.
Pre-Redesign Programs & Post-Redesign Programs	Pre-redesign programs are teacher preparation programs that admitted students prior to July 1, 2003. Post-redesign programs are all state approved new or state approved redesigned programs that have been implemented since July 1, 2003. This report only includes data for post-redesign programs.

Table 1: 2010-2011 Value-Added Results for Teacher Preparation Programs – SCIENCE

ALL TEACHERS			
Teachers	N	Mean Effect	SEM
Experienced Certified Teachers	12850	0.1	0.1
New Teachers	1121	-0.2	0.2
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Southeastern Louisiana University Master's Alternate Certification TPP	26	2.3	1.6
Louisiana College Practitioner TPP	39	1.4	1.1
The New Teacher Project Practitioner TPP	71	1.4	1.0
University of Louisiana - Monroe Master's Alternate Certification TPP	29	0.2	2.4
Louisiana Resource Center for Educators Practitioner TPP	49	-1.4	0.8
University of Louisiana - Lafayette NM/CO TPP	53	-2.5	1.0
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Southeastern Louisiana University Undergraduate TPP	40	2.2	1.0
Louisiana State University Undergraduate TPP	70	0.4	0.7
Nicholls State University Undergraduate TPP	27	0.1	1.2
McNeese State University Undergraduate TPP	33	-0.4	1.2
University of Louisiana - Lafayette Undergraduate TPP	118	-1.1	0.6

Table 2: 2010-2011 Value-Added Results for Teacher Preparation Programs – SOCIAL STUDIES

ALL TEACHERS			
Teachers	N	Mean Effect	SEM
Experienced Certified Teachers	13994	0.1	0.1
New Teachers	1242	-0.4	0.3
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Louisiana College Practitioner TPP	40	2.3	1.7
Southeastern Louisiana University Master's Alternate Certification TPP	35	1.2	1.8
University of Louisiana - Monroe Master's Alternate Certification TPP	29	0.7	2.1
Louisiana Resource Center for Educators Practitioner TPP	44	0.1	1.3
The New Teacher Project Practitioner TPP	45	-0.4	1.7
University of Louisiana - Lafayette NM/CO TPP	54	-1.1	1.2
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Nicholls State University Undergraduate TPP	31	1.4	1.6
Louisiana State University Undergraduate TPP	90	1.3	1.0
University of New Orleans Undergraduate TPP	26	0.5	1.6
Southeastern Louisiana University Undergraduate TPP	44	-0.2	1.3
Louisiana State University - Shreveport Undergraduate TPP	38	-0.9	1.2
Northwestern State University of Louisiana Undergraduate TPP	31	-1.7	2.1
McNeese State University Undergraduate TPP	43	-1.8	1.1
Louisiana Tech University Undergraduate TPP	33	-2.9	1.5
University of Louisiana - Lafayette Undergraduate TPP	123	-3.0	0.7

Table 3: 2010-2011 Value-Added Results for Teacher Preparation Programs – MATHEMATICS

ALL TEACHERS			
Teachers	N	Mean Effect	SEM
Experienced Certified Teachers	17166	0.1	0.1
New Teachers	1441	-0.9	0.2
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
The New Teacher Project Practitioner TPP	108	5.0	0.9
Louisiana State University - Shreveport NM/CO TPP	27	2.0	1.4
Southeastern Louisiana University Master's Alternate Certification TPP	31	1.6	2.4
Louisiana Resource Center for Educators Practitioner TPP	65	0.6	0.9
University of Louisiana - Lafayette NM/CO TPP	82	-1.1	0.9
Louisiana Tech University NM/CO TPP	27	-2.2	2.1
Louisiana College Practitioner TPP	46	-2.4	1.7
University of Louisiana - Monroe Master's Alternate Certification TPP	33	-2.7	2.5
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
University of New Orleans Undergraduate TPP	32	2.1	1.2
Louisiana State University Undergraduate TPP	97	0.3	0.7
Southeastern Louisiana University Undergraduate TPP	45	0.0	1.4
Louisiana State University - Shreveport Undergraduate TPP	31	-2.3	1.2
Nicholls State University Undergraduate TPP	27	-2.7	1.3
Northwestern State University of Louisiana Undergraduate TPP	26	-3.4	1.7
McNeese State University Undergraduate TPP	38	-3.8	1.4
Louisiana Tech University Undergraduate TPP	35	-4.1	1.1
University of Louisiana - Lafayette Undergraduate TPP	119	-4.1	0.8

Table 4: 2010-2011 Value-Added Results for Teacher Preparation Programs – ENGLISH-LANGUAGE ARTS

ALL TEACHERS			
Teachers	N	Mean Effect	SEM
Experienced Certified Teachers	18080	0.3	0.1
New Teachers	1545	-1.2	0.2
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
The New Teacher Project Practitioner TPP	84	1.5	0.8
Louisiana State University - Shreveport NM/CO TPP	33	1.3	1.5
Southeastern Louisiana University Master's Alternate Certification TPP	45	1.1	1.4
Louisiana College Practitioner TPP	41	0.7	1.5
McNeese State University Master's Alternate Certification TPP	28	-0.2	1.2
Louisiana Resource Center for Educators Practitioner TPP	60	-0.2	1.0
University of Louisiana - Monroe Master's Alternate Certification TPP	38	-0.6	2.0
University of Louisiana - Lafayette NM/CO TPP	79	-1.5	1.0
Louisiana Tech University Master's Alternate Certification TPP	26	-2.0	1.5
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Louisiana State University Undergraduate TPP	117	0.0	0.6
Southern University and A & M College Undergraduate TPP	35	-0.1	1.2
McNeese State University Undergraduate TPP	54	-2.1	0.9
Southeastern Louisiana University Undergraduate TPP	68	-2.1	0.8
Louisiana Tech University Undergraduate TPP	31	-2.4	1.3
Louisiana State University - Shreveport Undergraduate TPP	47	-2.8	0.9
Northwestern State University of Louisiana Undergraduate TPP	37	-2.9	1.3
University of Louisiana - Lafayette Undergraduate TPP	142	-3.9	0.6
Nicholls State University Undergraduate TPP	27	-4.1	1.2

Table 5: 2010-2011 Value-Added Results for Teacher Preparation Programs – READING

ALL TEACHERS			
Teachers	N	Mean Effect	SEM
Experienced Certified Teachers	14515	0.1	0.1
New Teachers	1006	-1.2	0.2
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Louisiana Resource Center for Educators Practitioner TPP	26	0.4	1.0
Louisiana College Practitioner TPP	36	0.0	0.9
University of Louisiana - Monroe Master's Alternate Certification TPP	27	-0.2	2.0
Southeastern Louisiana University Master's Alternate Certification TPP	28	-0.7	1.0
The New Teacher Project Practitioner TPP	36	-0.7	0.9
University of Louisiana - Lafayette NM/CO TPP	54	-2.1	1.0
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean Effect	SEM
Louisiana State University Undergraduate TPP	67	0.1	0.6
Southern University and A & M College Undergraduate TPP	25	-0.6	1.1
Louisiana State University - Shreveport Undergraduate TPP	30	-1.0	1.0
Southeastern Louisiana University Undergraduate TPP	25	-2.3	1.3
McNeese State University Undergraduate TPP	31	-2.9	1.1
University of Louisiana - Lafayette Undergraduate TPP	102	-3.4	0.5

Table 6: 2010-2011 Value-Added Scores for Teacher Preparation Programs

Teacher Preparation Programs	Science Mean Effect	Social Studies Mean Effect	Mathematics Mean Effect	Language Arts Mean Effect	Reading Mean Effect
All Experienced Teachers	.01	0.1	0.1	0.3	0.1
All New Teachers	-.02	-0.4	-0.9	-1.2	-1.2
ALTERNATE PROGRAMS					
Centenary College					
Grambling State University					
Louisiana College	1.4	2.3	-2.4	0.7	0.0
Louisiana Resource Center for Educators	-1.4	0.1	0.6	-0.2	0.4
LSU - Alexandria					
LSU Baton Rouge					
LSU – Shreveport			2.0	1.3	
LA Tech University			-2.2	-2.0	
McNeese State University				-0.2	
Nicholls State University					
Northwestern State University					
Our Lady of Holy Cross College					
Southeastern LA University	2.3	1.2	1.6	1.1	-0.7
Southern University – Baton Rouge					
Southern University – New Orleans					
The New Teacher Project	1.4	-0.4	5.0	1.5	-0.7
Tulane University					
University of Louisiana – Lafayette	-2.5	-1.1	-1.1	-1.5	-2.1
University of Louisiana – Monroe	0.2	0.7	-2.7	-0.6	-0.2
University of New Orleans					
Xavier University					
UNDERGRADUATE PROGRAMS					
Centenary College					
Grambling State University					
Louisiana College					
LSU – Alexandria					
LSU – Baton Rouge	0.4	1.3	0.3	0.0	0.1
LSU – Shreveport		-0.9	-2.3	-2.8	-1.0
LA Tech University		-2.9	-4.1	-2.4	
McNeese State University	-0.4	-1.8	-3.8	-2.1	-2.9
Nicholls State University	0.1	1.4	-2.7	-4.1	
Northwestern State University		-1.7	-3.4	-2.9	
Our Lady of Holy Cross College					
Southeastern LA University	2.2	-0.2	0.0	-2.1	-2.3
Southern University – Baton Rouge				-0.1	-0.6
Southern University – New Orleans					
University of Louisiana – Lafayette	-1.1	-3.0	-4.1	-3.9	-3.4
University of Louisiana – Monroe					
University of New Orleans		0.5	2.1		
Xavier University					

Note: Programs did not have the minimum number of new teachers in a content area to release the results.