



**STATE OF LOUISIANA**  
**OVERVIEW OF 2011-2012 ANNUAL REPORT FOR TEACHER PREPARATION**

**MAY 22, 2013**

**A. PURPOSE OF ANNUAL REPORT**

All teacher preparation programs in Louisiana have undergone redesign during 2001-2010 to address more rigorous State teacher certification and program requirements to produce effective new teachers. The purpose of the *Annual Report for Teacher Preparation* is to provide the public with relevant information about the performance of redesigned and new teacher preparation programs delivered by public universities, private universities, and private providers in Louisiana.

**B. STATE/REGIONAL/NATIONAL APPROVALS/ACCREDITATIONS**

Table 1 provides a listing of state and/or national approvals/accreditations earned by each institution to implement teacher preparation programs in Louisiana.

**C. QUANTITY OF COMPLETERS**

Teacher candidates have the option of completing two types of teacher preparation programs in Louisiana.

*Undergraduate Teacher Preparation Program:* Teacher candidates are awarded a baccalaureate degree after completing a State-approved teacher preparation curriculum that contains 120 or more credit hours that are aligned with State/national teacher/content standards and teacher certification requirements. Completers may obtain a degree from a College of Education in a specific area of certification or they may obtain a degree in a specific content area (e.g., mathematics) in a College of Arts/Sciences/Humanities or other college with a concentration/minor in teacher education.

*Alternate Teacher Preparation Program:* Teacher candidates must possess a non-education baccalaureate degree from a regionally accredited university, pass the Praxis Pre-Professional Skills Tests (or an equivalent), pass the Praxis content assessment, and meet other noncourse requirements to be admitted to an alternate teacher preparation program. They complete a State-approved teacher preparation curriculum composed of 21 to 36 credit hours or 315-495 contact hours depending on the pathway (e.g., Practitioner Teacher Program; Certification-Only Program; Master of Arts in Teaching). The curriculum is aligned with State/national teacher/content standards and teacher certification requirements. Most alternate teacher candidates are hired to teach full time as the teacher of record in a school while completing the instructional components of their alternate teacher preparation programs.

Table 2 identifies the numbers of teacher candidates who completed all undergraduate and alternate teacher preparation program requirements during 2008-09, 2009-10, and 2010-11.

**D. INSTITUTIONAL PERFORMANCE**

Institutional performance identifies the extent to which teacher preparation programs prepared new teachers who possessed the content knowledge and pedagogical knowledge/skills to address

State/national content standards to teach students in grades PK-12. At the present time, only one measure (e.g., Praxis passage rates) is available to examine this area. Other measures will be available in the future.

Table 3 identifies the Praxis passage rates based upon the percentages of teacher candidates who completed teacher preparation programs each year and passed the Praxis examinations during the Title II reporting period (September 1 to August 31). Board of Elementary and Secondary Education (BESE) policy requires all new teachers to pass State approved teacher licensure assessments (i.e., Praxis Pre-Professional Skills Tests; Praxis Content; and Praxis Pedagogy: Principles of Learning and Teaching) to be certified to teach in Louisiana.

## E. GROWTH IN STUDENT ACHIEVEMENT

Growth in Student Achievement identifies the growth of achievement of children taught by new teachers who completed teacher preparation programs. The Louisiana Department of Education has calculated value-added scores for all teachers in grades 4-9 in the core content areas (e.g., math, science, social studies, language arts, and reading) based upon the extent to which their students reached predicted achievement targets from the end of one year to the end of the next year. Depending upon the percentile range in which the scores fall and other data, labels are assigned to the value-added scores. The following table (developed by the Louisiana Department of Education) identifies the range of value-added scores that individual teachers must receive for their scores to fall within specific percentile ranges.

<b>Value-Added for All Individual Teachers (Compass) in Public Schools in Louisiana</b>						
<i>Individual Teacher Labels For State Teacher Evaluation System (Compass)</i>	<i>Distribution of Value-Added Scores for all Individual Teachers (2010-11)</i>					<i>Percentile Ranges of Value-Added Scores for all Individual Teachers</i>
	Language Arts	Mathematics	Reading	Science	Social Studies	
<b>Highly Effective</b>	6.6 and higher	7.6 & higher	5.4 & higher	6.1 & higher	8.1 & higher	80 <sup>th</sup> percentile and above
<b>Effective Proficient</b>	-0.2 to 6.5	-0.4 to 7.5	-0.2 to 5.3	-.0.1 to 6.0	-0.6 to 8.0	50 <sup>th</sup> to 79 <sup>th</sup> percentile
<b>Effective Emerging</b>	-10.2 to -0.3	-12.0 to -0.5	-8.7 to -0.3	-9.8 to -0.2	-13.0 to -0.7	11 <sup>th</sup> to 49 <sup>th</sup> percentile
<b>Ineffective</b>	-10.3 & Lower	-12.1 & Lower	-8.8 & Lower	-9.9 & lower	-13.1 & Lower	At or below 10 <sup>th</sup> percentile

The 50<sup>th</sup> percentile represents the average performance of all teachers with students in the tested grades in public schools in Louisiana. Percentiles above the 50<sup>th</sup> reflect value-added scores that are above the average value-added scores for all teachers. Percentiles below the 50<sup>th</sup> reflect value-added scores that are below the average value-added scores for teachers.

In order to calculate value-added scores for teacher preparation programs, value-added scores of first and second year teachers who completed teacher preparation programs and taught during the years of 2008-09, 2009-10, and 2010-11 in the content areas in which they were prepared to teach are averaged. For small institutions, 2007-08 data was used for programs to reach a minimum level for new teacher to report results to the public. At the current time, the mean value-added scores of teacher preparation programs are being compared to the value-added scores and percentile ranges of individual teachers in the above table.

Louisiana requires that a minimum of 25 or more value-added scores for first and second year teachers be used to calculate mean value-added scores for teacher preparation programs. If less than 25 scores are

available, results are not calculated. Mean value-added scores are not yet available for small teacher preparation programs; however, the mean value-added scores will be available in the future based upon multiple cohorts of first and second year teachers until the minimum number of 25 is generated.

**1. Alternate – Growth in Student Achievement Results**

**a. Mean Value-Added Teacher Preparation Scores in Content Areas**

Table 4 identifies the mean value-added teacher preparation scores that were obtained by the institutions for *alternate* teacher preparation programs and how they compared to the corresponding value-added scores, percentile ranges, and labels for individual teachers who taught in public schools in Louisiana during 2010-11.

**b. Alternate - Percentage and Number of Value-Added Scores of New Teachers**

Table 5 identifies the number of value-added scores for first and second year teachers who were included in the calculation of mean scores for *alternate* programs and compares the first and second year teachers' scores to the percentile ranges and labels for all individual teachers who taught in tested grades in public schools in Louisiana during 2010-11.

**2. Undergraduate – Growth in Student Achievement Results**

**a. Mean Value-Added Teacher Preparation Scores in Content Areas**

Table 6 identifies the mean value-added teacher preparation scores that were obtained by the institutions for their *undergraduate* teacher preparation programs and how they compared to the corresponding value-added scores, percentile ranges, and labels for individual teachers in Louisiana in 2010-11.

**b. Undergraduate - Percentage and Number of Value-Added Scores of New Teachers**

Table 7 identifies the number of value-added scores for first and second year teachers who were included in the calculation of mean scores for *undergraduate* programs and compares the first and second year teachers' scores to the percentile ranges and labels for all individual teachers who taught in tested grades in public schools in Louisiana during 2010-11.

**F. ADDITIONAL INFORMATION**

For additional information about the content of this report, please contact: Dr. Jeanne M. Burns, Louisiana Board of Regents ([jeanne.burns@la.gov](mailto:jeanne.burns@la.gov)). The report (Year Nine – 2011-12) is available at the following URL: <http://regents.la.gov/academic-affairs/teacher-education-initiatives/value-added-teacher-preparation-program-assessmen-model/>.

**TABLE 1**

**STATE APPROVAL, REGIONAL ACCREDITATION, AND NATIONAL ACCREDITATION**

Institution	Board of Elementary & Secondary Education (BESE) Approval to Certify Teachers	Board of Regents (BoR) Approval to Offer Programs	Regional Accreditation	National Program Accreditation
			Southern Association of Colleges and Schools (SACS)	National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC)
<b>Public Institutions</b>				
Grambling University	BESE	BoR	SACS	NCATE
Louisiana State University at Alexandria	BESE	BoR	SACS	NCATE
Louisiana State University and A&M College	BESE	BoR	SACS	NCATE
Louisiana State University at Shreveport	BESE	BoR	SACS	NCATE
Louisiana Tech University	BESE	BoR	SACS	NCATE
McNeese State University	BESE	BoR	SACS	NCATE
Nicholls State University	BESE	BoR	SACS	NCATE
Northwestern State University	BESE	BoR	SACS	NCATE
Southeastern Louisiana University	BESE	BoR	SACS	NCATE
Southern University and A&M College	BESE	BoR	SACS	NCATE
Southern University at New Orleans	BESE	BoR	SACS	NCATE
University of Louisiana at Lafayette	BESE	BoR	SACS	NCATE
University of Louisiana at Monroe	BESE	BoR	SACS	NCATE
University of New Orleans	BESE	BoR	SACS	NCATE
<b>Private Universities</b>				
Centenary College	BESE		SACS	NCATE
Louisiana College	BESE		SACS	NCATE
Our Lady of Holy Cross College	BESE		SACS	NCATE
Tulane University	BESE		SACS	TEAC
Xavier University	BESE		SACS	NCATE
<b>Private Providers</b>				
Louisiana Resource Center for Educators	BESE			
The New Teacher Project	BESE			

**TABLE 2**  
**QUANTITY OF COMPLETERS**

<i>Public Universities</i>				
<b>Institutions</b>	<b>Types of Programs</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Grambling University	Undergraduate Completers	18	19	15
	Alternate Completers	12	15	6
	Total	30	34	21
Louisiana State University at Alexandria	Undergraduate Completers	21	13	5
	Alternate Completers	4	7	8
	Total	25	20	13
Louisiana State University and A&M College	Undergraduate Completers	227	179	216
	Alternate Completers	26	47	74
	Total	252	226	290
Louisiana State University at Shreveport	Undergraduate Completers	73	41	51
	Alternate Completers	44	51	71
	Total	117	92	122
Louisiana Tech University	Undergraduate Completers	107	90	80
	Alternate Completers	72	109	91
	Total	179	199	171
McNeese State University	Undergraduate Completers	108	108	110
	Alternate Completers	60	70	91
	Total	168	178	201
Nicholls State University	Undergraduate Completers	86	109	87
	Alternate Completers	46	77	95
	Total	132	186	182
Northwestern State University	Undergraduate Completers	71	71	58
	Alternate Completers	48	61	43
	Total	119	132	101
Southeastern Louisiana University	Undergraduate Completers	180	183	179
	Alternate Completers	62	55	38
	Total	242	238	217
Southern University and A&M College	Undergraduate Completers	34	43	33
	Alternate Completers	29	86	40
	Total	63	129	73
Southern University at New Orleans	Undergraduate Completers	12	3	4
	Alternate Completers	5	1	21
	Total	17	4	25
University of Louisiana at Lafayette	Undergraduate Completers	194	166	171
	Alternate Completers	113	148	163
	Total	307	314	334
University of Louisiana at Monroe	Undergraduate Completers	63	76	69
	Alternate Completers	61	51	12
	Total	124	127	81
University of New Orleans	Undergraduate Completers	44	45	49
	Alternate Completers	59	38	56
	Total	103	83	105

**TABLE 2**  
**QUANTITY OF COMPLETERS (CONT'D.)**

<i>Private Universities</i>				
<b>Institutions</b>	<b>Types of Programs</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Centenary College	Undergraduate Completers	9	7	8
	Alternate Completers	10	10	15
	Total	19	17	23
Louisiana College	Undergraduate Completers	15	16	17
	Alternate Completers	53	272	200
	Total	68	288	217
Our Lady of Holy Cross College	Undergraduate Completers	11	26	8
	Alternate Completers	30	44	61
	Total	41	70	69
Tulane University	Alternate Completers	2	16	10
Xavier University	Undergraduate Completers	1	7	5
	Alternate Completers	11	27	32
	Total	12	34	37
<i>Private Providers</i>				
<b>Institutions</b>	<b>Types of Programs</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Louisiana Resource Center for Educators	Alternate Completers	170	292	157
The New Teacher Project	Alternate Completers	295	361	371
<b>Total Completers</b>				
<b>Types of Programs</b>		<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Total Undergraduate Completers		1274	1202	1183
Total Alternate Completers – Public and Private Universities		747	1185	1109
Total Alternate Completers – Private Providers		465	653	528
Overall Total		2486	3040	2820

**TABLE 3**

**PASSAGE RATES OF COMPLETERS ON PRAXIS STATE LICENSURE EXAMINATIONS**

<i>Public Universities</i>				
<b>Institutions</b>	<b>Types of Programs</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Grambling University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Louisiana State University at Alexandria	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Louisiana State University and A&M College	Undergraduate Completers	99%	98%	98%
	Alternate Completers	100%	100%	100%
Louisiana State University at Shreveport	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Louisiana Tech University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
McNeese State University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Nicholls State University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Northwestern State University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Southeastern Louisiana University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Southern University and A&M College	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Southern University at New Orleans	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
University of Louisiana at Lafayette	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
University of Louisiana at Monroe	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
University of New Orleans	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
<b>Private Universities</b>				
Centenary College	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Louisiana College	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Our Lady of Holy Cross College	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
Tulane University	Alternate Completers	100%	100%	100%
Xavier University	Undergraduate Completers	100%	100%	100%
	Alternate Completers	100%	100%	100%
<b>Private Providers</b>				
Louisiana Resource Center for Educators	Alternate Completers	100%	100%	100%
The New Teacher Project	Alternate Completers	100%	100%	100%

TABLE 4

MEAN VALUE-ADDED SCORES FOR TEACHER PREPARATION PROGRAMS

ALTERNATE TEACHER PREPARATION PROGRAMS

<i>Universities</i>					
<b>Institutions</b>	<b>Mean Teacher Preparation Value-Added Scores, Number of Scores, &amp; Labels (2010-11 Teacher Scores)</b>				
	<i>Language Arts</i>	<i>Math</i>	<i>Reading</i>	<i>Science</i>	<i>Social Studies</i>
Louisiana College ( <i>Practitioner Teacher Program</i> )	-1.6 (N=60) <i>Effective</i> <i>Emerging</i>	-0.5 (N=61) <i>Effective</i> <i>Emerging</i>	-0.3 (N=48) <i>Effective</i> <i>Emerging</i>	0.8 (N=55) <i>Effective</i> <i>Proficient</i>	3.4 (N=50) <i>Effective</i> <i>Proficient</i>
Louisiana State University and A&M College ( <i>Master of Arts in Teaching</i> )	1.1 (N=25) <i>Effective</i> <i>Proficient</i>				2.8 (N=26) <i>Effective</i> <i>Proficient</i>
Louisiana State University at Shreveport ( <i>Certification-Only Program</i> )	0.5 (N=37) <i>Effective</i> <i>Proficient</i>	1.2 (N=31) <i>Effective</i> <i>Proficient</i>			-0.6 (N=30) <i>Effective</i> <i>Proficient</i>
Louisiana Tech University ( <i>Certification Only Program</i> )	-1.0 (N=25) <i>Effective</i> <i>Emerging</i>	-2.2 (N=34) <i>Effective</i> <i>Emerging</i>	-	-0.8 (N=26) <i>Effective</i> <i>Emerging</i>	
Louisiana Tech University ( <i>Master of Arts in Teaching</i> )	-0.7 (N=25) <i>Effective</i> <i>Emerging</i>	-			
McNeese State University ( <i>Master of Arts in Teaching</i> )	0.1 (N=27) <i>Effective</i> <i>Proficient</i>	-3.5 (N=27) <i>Effective</i> <i>Emerging</i>		-1.9 (N=29) <i>Effective</i> <i>Emerging</i>	1.0 (N=25) <i>Effective</i> <i>Proficient</i>
Nicholls State University ( <i>Certification-Only Program</i> )	0.3 (N=28) <i>Effective</i> <i>Proficient</i>	-0.7 (N=30) <i>Effective</i> <i>Emerging</i>		1.5 (N=25) <i>Effective</i> <i>Proficient</i>	-2.7 (N=27) <i>Effective</i> <i>Emerging</i>
Northwestern State University ( <i>Practitioner Teacher Program</i> )	1.7 (N=26) <i>Effective</i> <i>Proficient</i>	-1.9 (N=30) <i>Effective</i> <i>Emerging</i>			
Southeastern Louisiana University ( <i>Master of Arts in Teaching</i> )	0.6 (N=32) <i>Effective</i> <i>Proficient</i>	0.5 (N=31) <i>Effective</i> <i>Proficient</i>	-1.1 (N=29) <i>Effective</i> <i>Emerging</i>	1.4 (N=32) <i>Effective</i> <i>Proficient</i>	-1.0 (N=29) <i>Effective</i> <i>Emerging</i>
Southern University and A&M College ( <i>Certification Only Program</i> )		2.0 (N=29) <i>Effective</i> <i>Proficient</i>			
University of Louisiana at Lafayette ( <i>Certification Only Program</i> )	-2.1 (N=80) <i>Effective</i> <i>Emerging</i>	-1.4 (N=75) <i>Effective</i> <i>Emerging</i>	-2.8 (N=50) <i>Effective</i> <i>Emerging</i>	-2.8 (N=59) <i>Effective</i> <i>Emerging</i>	-2.1 (N=61) <i>Effective</i> <i>Emerging</i>
University of Louisiana at Monroe ( <i>Master of Arts in Teaching</i> )	0.1 (N=35) <i>Effective</i> <i>Proficient</i>	0.2 (N=28) <i>Effective</i> <i>Proficient</i>	-0.2 (N=31) <i>Effective</i> <i>Proficient</i>	-0.9 (N=37) <i>Effective</i> <i>Emerging</i>	-1.3 (N=38) <i>Effective</i> <i>Emerging</i>
<i>Private Providers</i>					
<b>Institutions</b>	<b>Mean Teacher Preparation Value-Added Scores, Number of Scores, &amp; Labels</b>				
	<i>Language Arts</i>	<i>Math</i>	<i>Reading</i>	<i>Science</i>	<i>Social Studies</i>
Louisiana Resource Center for Educators ( <i>Practitioner Teacher Program</i> )	-0.6 (N=93) <i>Effective</i> <i>Emerging</i>	0.3 (N=96) <i>Effective</i> <i>Proficient</i>	-1.4 (N=41) <i>Effective</i> <i>Emerging</i>	0.0 (N=68) <i>Effective</i> <i>Proficient</i>	1.3 (N=68) <i>Effective</i> <i>Proficient</i>
The New Teacher Project ( <i>Practitioner Teacher Program</i> )	1.6 (N=96) <i>Effective</i> <i>Proficient</i>	4.9 (N=122) <i>Effective</i> <i>Proficient</i>	-0.8 (N=42) <i>Effective</i> <i>Emerging</i>	2.4 (N=82) <i>Effective</i> <i>Proficient</i>	1.7 (N=52) <i>Effective</i> <i>Proficient</i>

Note: A minimum of 25 scores must be available in a content area to calculate a mean score. Blank cells indicate that less than 25 scores were available. The following universities did not have 25 or more scores in any of the content areas to calculate means for their programs; Centenary College, Grambling State University, LSU-Alexandria, Our Lady of Holy Cross College, Tulane University, SUNO, UNO, and Xavier University



TABLE 5

PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS

ALTERNATE TEACHER PREPARATION PROGRAMS

UNIVERSITIES

<i>LOUISIANA COLLEGE (Practitioner Teacher Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=60)	10% (n=6)	50% (n=30)	25% (n=15)	15% (n=9)
Math (N=61)	13% (n=8)	36% (n=22)	28% (n=17)	23% (n=14)
Reading (N=48)	10% (n=5)	38% (n=18)	35% (n=17)	17% (n=8)
Science (N=55)	9% (n=5)	26% (n=14)	52% (n=29)	13% (n=7)
Social Studies (N=50)	8% (n=4)	34% (n=17)	34% (n=17)	24% (n=12)

<i>LOUISIANA STATE UNIVERSITY AND A&amp;M COLLEGE (Master of Arts in Teaching)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=25)	8% (n=2)	36% (n=9)	32% (n=8)	24% (n=6)
Social Studies (N=26)	4% (n=1)	42% (n=11)	35% (n=9)	19% (n=5)

<i>LOUISIANA STATE UNIVERSITY AT SHREVEPORT (Certification-Only Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=37)	8% (n=3)	38% (n=14)	38% (n=14)	16% (n=6)
Math (N=31)	3% (n=1)	36% (n=11)	48% (n=15)	13% (n=4)
Social Studies (N=30)	6% (n=2)	50% (n=15)	27% (n=8)	17% (n=5)

<i>LOUISIANA TECH UNIVERSITY (Certification-Only Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=25)	8% (n=2)	32% (n=8)	52% (n=13)	8% (n=2)
Math (N=34)	6% (n=2)	59% (n=20)	29% (n=10)	6% (n=2)
Science (N=26)	8% (n=2)	42% (n=11)	35% (n=9)	15% (n=4)

<i>LOUISIANA TECH UNIVERSITY (Master of Arts in Teaching)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=25)	16% (n=4)	44% (n=11)	28% (n=7)	12% (n=3)

TABLE 5

PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS

ALTERNATE TEACHER PREPARATION PROGRAMS (CONT'D.)

UNIVERSITIES (CONT'D)

<i>MCNEESE STATE UNIVERSITY (Master of Arts in Teaching)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=27)	3% (n=1)	56% (n=15)	22% (n=6)	19% (n=5)
Math (N=27)	15% (n=4)	55% (n=15)	19% (n=5)	11% (n=3)
Science (N=29)	17% (n=5)	38% (n=11)	31% (n=9)	14% (n=4)
Social Studies (N=25)	4% (n=1)	36% (n=9)	48% (n=12)	12% (n=3)

<i>NICHOLLS STATE UNIVERSITY (Certification-Only Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=28)	11% (n=3)	43% (n=12)	21% (n=6)	25% (n=7)
Math (N=30)	7% (n=2)	53% (n=16)	17% (n=5)	23% (n=7)
Science (N=25)	0% (n=0)	44% (n=11)	36% (n=9)	20% (n=5)
Social Studies (N=27)	11% (n=3)	51% (n=14)	19% (n=5)	19% (n=5)

<i>NORTHWESTERN STATE UNIVERSITY (Practitioner Teacher Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=26)	12% (n=3)	15% (n=4)	42% (n=11)	31% (n=8)
Math (N=30)	7% (n=2)	53% (n=16)	37% (n=11)	3% (n=1)

<i>SOUTHEASTERN LOUISIANA UNIVERSITY (Master of Arts in Teaching)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=32)	6% (n=2)	50% (n=16)	28% (n=9)	16% (n=5)
Math (N=31)	10% (n=3)	42% (n=13)	29% (n=9)	19% (n=6)
Reading (N=29)	14% (n=4)	41% (n=12)	38% (n=11)	7% (n=2)
Science (N=32)	6% (n=2)	40% (n=13)	16% (n=5)	38% (n=12)
Social Studies (N=29)	10% (n=3)	45% (n=13)	31% (n=9)	14% (n=4)

<i>SOUTHERN UNIVERSITY AND A&amp;M COLLEGE (Certification-Only Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Math (N=29)	7% (n=2)	21% (n=6)	45% (n=13)	28% (n=8)

**TABLE 5**

**PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS**

**ALTERNATE TEACHER PREPARATION PROGRAMS (CONT'D)**

**UNIVERSITIES (CONT'D.)**

<i>UNIVERSITY OF LOUISIANA AT LAFAYETTE (Certification-Only Program)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=80)	15% (n=12)	46% (n=37)	29% (n=23)	10% (n=8)
Math (N=75)	9% (n=7)	40% (n=30)	44% (n=33)	7% (n=5)
Reading (N=50)	18% (n=9)	48% (n=24)	24% (n=12)	10% (n=5)
Science (N=59)	14% (n=8)	51% (n=30)	25% (n=15)	10% (n=6)
Social Studies (N=61)	13% (n=8)	49% (n=30)	23% (n=14)	15% (n=9)

<i>UNIVERSITY OF LOUISIANA AT MONROE (Master of Arts in Teaching)</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=35)	0% (n=0)	48% (n=17)	43% (n=15)	9% (n=3)
Math (N=28)	18% (n=5)	39% (n=11)	29% (n=8)	14% (n=4)
Reading (N=31)	13% (n=4)	41% (n=13)	23% (n=7)	23% (n=7)
Science (N=37)	19% (n=7)	35% (n=13)	35% (n=13)	11% (n=4)
Social Studies (N=38)	16% (n=6)	39% (n=15)	29% (n=11)	16% (n=6)

**PRIVATE PROVIDERS**

<i>LOUISIANA RESOURCE CENTER FOR EDUCATORS</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=93)	13% (n=13)	36% (n=33)	36% (n=33)	15% (n=14)
Math (N=96)	3% (n=3)	45% (n=43)	36% (n=35)	16% (n=15)
Reading (N=41)	7% (n=3)	49% (n=20)	27% (n=11)	17% (n=7)
Science (N=68)	10% (n=7)	35% (n=24)	38% (n=26)	16% (n=11)
Social Studies (N=68)	7% (n=5)	38% (n=26)	31% (n=21)	24% (n=16)

<i>THE NEW TEACHER PROJECT</i>				
Content Areas	Alternate – Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=96)	4% (n=4)	32% (n=31)	40% (n=38)	24% (n=23)
Math (N=122)	6% (n=7)	22% (n=27)	33% (n=40)	39% (n=48)
Reading (N=42)	7% (n=3)	48% (n=20)	36% (n=15)	9% (n=4)
Science (N=82)	7% (n=6)	32% (n=26)	34% (n=28)	27% (n=22)
Social Studies (N=52)	11% (n=6)	35% (n=18)	29% (n=15)	25% (n=13)

**TABLE 5**

**PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS**

**ALTERNATE TEACHER PREPARATION PROGRAMS (CONT'D)**

*Note: A minimum of 25 scores must be available in a content area to calculate a mean score. The following universities did not have 25 or more scores in any of the content areas to calculate means for their programs; Centenary College, Grambling State University, LSU-Alexandria, Our Lady of Holy Cross College, Tulane University, SUNO, UNO, and Xavier University.*

*Note: The numbers of teachers shown in the above tables are less than the total number of teachers prepared by the teacher preparation program. Teachers who have been prepared to teach children in grades PK-3, grades 9-12, and other areas (e.g., art, music, dance, health & physical education, etc.) are not reflected in these numbers. In addition, graduates who teach in private schools, teach in schools in other states, teach grade levels or content area in which they were not prepared to teach, or choose not to enter the teaching profession are not reflected in the numbers.*

**TABLE 6**

**MEAN VALUE-ADDED SCORES FOR TEACHER PREPARATION PROGRAMS  
UNDERGRADUATE TEACHER PREPARATION PROGRAMS**

<i>Public Universities</i>					
<b>Institutions</b>	<b>Mean Teacher Preparation Value-Added Scores, Number of Scores, &amp; Labels</b>				
	<i>Language Arts</i>	<i>Math</i>	<i>Reading</i>	<i>Science</i>	<i>Social Studies</i>
Louisiana State University and A&M College	-0.4 (N=118) <i>Effective</i> <i>Emerging</i>	0.5 (N=94) <i>Effective</i> <i>Proficient</i>	-0.7 (N=74) <i>Effective</i> <i>Emerging</i>	0.1 (N=75) <i>Effective</i> <i>Proficient</i>	1.0 (N=104) <i>Effective</i> <i>Proficient</i>
Louisiana State University at Shreveport	-2.8 (N=44) <i>Effective</i> <i>Emerging</i>	-3.1 (N=39) <i>Effective</i> <i>Emerging</i>	-0.1 (N=27) <i>Effective</i> <i>Proficient</i>	-1.6 (N=33) <i>Effective</i> <i>Emerging</i>	0.5 (N=36) <i>Effective</i> <i>Proficient</i>
Louisiana Tech University	-1.9 (N=39) <i>Effective</i> <i>Emerging</i>	-4.5 (N=32) <i>Effective</i> <i>Emerging</i>	-1.0 (N=26) <i>Effective</i> <i>Emerging</i>	-0.3 (N=28) <i>Effective</i> <i>Emerging</i>	-3.4 (N=37) <i>Effective</i> <i>Emerging</i>
McNeese State University	-0.9 (N=62) <i>Effective</i> <i>Emerging</i>	-2.0 (N=44) <i>Effective</i> <i>Emerging</i>	-2.1 (N=37) <i>Effective</i> <i>Emerging</i>	0.3 (N=37) <i>Effective</i> <i>Proficient</i>	-1.4 (N=49) <i>Effective</i> <i>Emerging</i>
Nicholls State University	-2.1 (N=35) <i>Effective</i> <i>Emerging</i>	-3.5 (N=34) <i>Effective</i> <i>Emerging</i>	-0.1 (N=26) <i>Effective</i> <i>Proficient</i>	-0.3 (N=30) <i>Effective</i> <i>Emerging</i>	-0.1 (N=38) <i>Effective</i> <i>Proficient</i>
Northwestern State University	-2.7 (N=41) <i>Effective</i> <i>Emerging</i>	-2.3 (N=28) <i>Effective</i> <i>Emerging</i>	-4.6 (N=26) <i>Effective</i> <i>Emerging</i>	0.1 (N=26) <i>Effective</i> <i>Proficient</i>	-0.6 (N=35) <i>Effective</i> <i>Proficient</i>
Southeastern Louisiana University	-1.9 (N=85) <i>Effective</i> <i>Emerging</i>	-0.2 (N=61) <i>Effective</i> <i>Proficient</i>	-1.6 (N=32) <i>Effective</i> <i>Emerging</i>	1.1 (N=51) <i>Effective</i> <i>Proficient</i>	0.6 (N=62) <i>Effective</i> <i>Proficient</i>
Southern University and A&M College	-1.2 (N=44) <i>Effective</i> <i>Emerging</i>	0.8 (N=25) <i>Effective</i> <i>Proficient</i>	-1.0 (N=30) <i>Effective</i> <i>Emerging</i>	-3.6 (N=29) <i>Effective</i> <i>Emerging</i>	-3.1 (N=31) <i>Effective</i> <i>Emerging</i>
University of Louisiana at Lafayette	-3.9 (N=130) <i>Effective</i> <i>Emerging</i>	-4.7 (N=111) <i>Effective</i> <i>Emerging</i>	-3.5 (N=90) <i>Effective</i> <i>Emerging</i>	-1.3 (N=104) <i>Effective</i> <i>Emerging</i>	-3.0 (N=111) <i>Effective</i> <i>Emerging</i>
University of Louisiana at Monroe	-5.7 (N=25) <i>Effective</i> <i>Emerging</i>				
University of New Orleans		3.5 (N=28) <i>Effective</i> <i>Proficient</i>	0.2 (N=26) <i>Effective</i> <i>Proficient</i>		0.6 (N=29) <i>Effective</i> <i>Proficient</i>

*Note: A minimum of 25 scores must be available in a content area to calculate a mean score. Blank cells indicate that less than 25 scores were available. The following universities did not have 25 or more scores in any of the content areas to calculate means for their programs; Centenary College, Grambling State University, Louisiana College, LSU-Alexandria, Our Lady of Holy Cross College, SUNO, and Xavier University.*

*Note: The numbers of teachers shown in the above tables are less than the total number of teachers prepared by the teacher preparation program. Teachers who have been prepared to teach children in grades PK-3, grades 9-12, and other areas (e.g., art, music, dance, health & physical education, etc.) are not reflected in these numbers. In addition, graduates who teach in private schools, teach in schools in other states, teach grade levels or content area in which they were not prepared to teach, or choose not to enter the teaching profession are not reflected in the numbers.*

**TABLE 7**

**PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS**

**UNDERGRADUATE TEACHER PREPARATION PROGRAMS (CONT'D)**

<i>LOUISIANA STATE UNIVERSITY AND A&amp;M COLLEGE</i>				
Content Areas	Undergraduate –			
	Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=118)	7% (n=8)	42% (n=50)	39% (n=46)	12% (n=14)
Math (N=94)	5% (n=5)	37% (n=35)	44% (n=41)	14% (n=13)
Reading (N=74)	5% (n=4)	46% (n=34)	38% (n=28)	11% (n=8)
Science (N=75)	3% (n=2)	47% (n=35)	33% (n=25)	17% (n=13)
Social Studies (N=104)	7% (n=8)	37% (n=38)	34% (n=35)	22% (n=23)

<i>LOUISIANA STATE UNIVRSITY AT SHREVEPORT</i>				
Content Areas	Undergraduate –			
	Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=44)	11% (n=5)	48% (n=21)	34% (n=15)	7% (n=3)
Math (N=39)	13% (n=5)	54% (n=21)	23% (n=9)	10% (n=4)
Reading (N=27)	0% (n=0)	52% (n=14)	37% (n=10)	11% (n=3)
Science (N=33)	9% (n=3)	49% (n=16)	30% (n=10)	12% (n=4)
Social Studies (N=36)	5% (n=2)	53% (n=19)	28% (n=10)	14% (n=5)

<i>LOUISIANA TECH UNIVERSITY</i>				
Content Areas	Undergraduate –			
	Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=39)	15% (n=6)	44% (n=17)	36% (n=14)	5% (n=2)
Math (N=32)	16% (n=5)	53% (n=17)	31% (n=10)	0% (n=0)
Reading (N=26)	12% (n=3)	46% (n=12)	27% (n=7)	15% (n=4)
Science (N=28)	14% (n=4)	29% (n=8)	32% (n=9)	25% (n=7)
Social Studies (N=37)	16% (n=6)	35% (n=13)	41% (n=15)	8% (n=3)

<i>MCNEESE STATE UNIVERSITY</i>				
Content Areas	Undergraduate -			
	Percentage and Number of Value-Added Scores for Individual New Teachers			
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=62)	10% (n=6)	44% (n=27)	35% (n=22)	11% (n=7)
Math (N=44)	4% (n=2)	55% (n=24)	34% (n=15)	7% (n=3)
Reading (N=37)	13% (n=5)	54% (n=20)	22% (n=8)	11% (n=4)
Science (N=37)	5% (n=2)	49% (n=18)	30% (n=11)	16% (n=6)
Social Studies (N=49)	12% (n=6)	37% (n=18)	47% (n=23)	4% (n=2)

**TABLE 7**

**PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS**

**UNDERGRADUATE TEACHER PREPARATION PROGRAMS (CONT'D)**

<i>NICHOLLS STATE UNIVRSITY</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=35)	20% (n=7)	31% (n=11)	40% (n=14)	9% (n=3)
Math (N=34)	12% (n=4)	56% (n=19)	26% (n=9)	6% (n=2)
Reading (N=26)	7% (n=2)	39% (n=10)	39% (n=10)	15% (n=4)
Science (N=30)	7% (n=2)	30% (n=9)	50% (n=15)	13% (n=4)
Social Studies (N=38)	13% (n=5)	42% (n=16)	18% (n=7)	26% (n=10)

<i>NORTHWESTERN STATE UNIVERSITY</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=41)	17% (n=7)	37% (n=15)	34% (n=14)	12% (n=5)
Math (N=28)	11% (n=3)	50% (n=14)	28% (n=8)	11% (n=3)
Reading (N=26)	27% (n=7)	42% (n=11)	31% (n=8)	0% (n=0)
Science (N=26)	4% (n=1)	42% (n=11)	27% (n=7)	27% (n=7)
Social Studies (N=35)	11% (n=4)	34% (n=12)	23% (n=8)	31% (n=11)

<i>SOUTHEASTERN LOUISIANA UNIVERSITY</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=85)	5% (n=4)	55% (n=47)	31% (n=26)	9% (n=8)
Math (N=61)	3% (n=2)	48% (n=29)	34% (n=21)	15% (n=9)
Reading (N=32)	9% (n=3)	50% (n=16)	38% (n=12)	3% (n=1)
Science (N=51)	8% (n=4)	43% (n=22)	20% (n=10)	29% (n=15)
Social Studies (N=62)	4% (n=3)	39% (n=24)	39% (n=24)	18% (n=11)

<i>SOUTHERN UNIVERSITY AND A&amp;M COLLEGE</i>				
<b>Content Areas</b>	<b>Undergraduate - Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=44)	11% (n=5)	39% (n=17)	41% (n=18)	9% (n=4)
Math (N=25)	8% (n=2)	28% (n=7)	40% (n=10)	24% (n=6)
Reading (N=30)	10% (n=3)	40% (n=12)	33% (n=10)	17% (n=5)
Science (N=29)	24% (n=7)	38% (n=11)	28% (n=8)	10% (n=3)
Social Studies (N=31)	19% (n=6)	42% (n=13)	32% (n=10)	7% (n=2)

**TABLE 7**

**PERCENTAGE OF VALUE-ADDED SCORES WITHIN PERCENTILE RANGES FOR INDIVIDUAL TEACHERS WITHIN TEACHER PREPARATION PROGRAMS**

**UNDERGRADUATE TEACHER PREPARATION PROGRAMS (CONT'D)**

<i>UNIVERSITY OF LOUISIANA AT LAFAYETTE</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=130)	17% (n=22)	52% (n=68)	25% (n=32)	6% (n=8)
Math (N=111)	18% (n=20)	51% (n=56)	25% (n=28)	6% (n=7)
Reading (N=90)	13% (n=12)	61% (n=55)	19% (n=17)	7% (n=6)
Science (N=104)	8% (n=8)	50% (n=52)	28% (n=29)	14% (n=15)
Social Studies (N=111)	14% (n=15)	44% (n=49)	33% (n=37)	9% (n=10)

<i>UNIVERSITY OF LOUISIANA AT MONROE</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Language Arts (N=25)	20% (n=5)	60% (n=15)	20% (n=5)	0% (n=0)

<i>UNIVERSITY OF NEW ORLEANS</i>				
<b>Content Areas</b>	<b>Undergraduate – Percentage and Number of Value-Added Scores for Individual New Teachers</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
	<i>At or Below 10<sup>th</sup> Percentile</i>	<i>11<sup>th</sup> to 49<sup>th</sup> Percentile</i>	<i>50<sup>th</sup> to 79<sup>th</sup> Percentile</i>	<i>At or Above 80<sup>th</sup> Percentile</i>
Math (N=28)	0% (n=0)	39% (n=11)	25% (n=7)	36% (n=10)
Reading (N=26)	8% (n=2)	35% (n=9)	42% (n=11)	15% (n=4)
Social Studies (N=29)	7% (n=2)	31% (n=9)	52% (n=15)	10% (n=3)

*Note: A minimum of 25 scores must be available in a content area to calculate a mean score. The following universities did not have 25 or more scores to calculate means for any of the content areas for their programs; Centenary College, Grambling State University, Louisiana College, LSU-Alexandria, Our Lady of Holy Cross College, SUNO, and Xavier University.*

*Note: The numbers of teachers shown in the above tables are less than the total number of teachers prepared by the teacher preparation program. Teachers who have been prepared to teach children in grades PK-3, grades 9-12, and other areas (e.g., art, music, dance, health & physical education, etc.) are not reflected in these numbers. In addition, graduates who teach in private schools, teach in schools in other states, teach grade levels or content area in which they were not prepared to teach, or choose not to enter the teaching profession are not reflected in the numbers.*