



STATE DATA SYSTEMS AND TEACHER EFFECTIVENESS – THE LOUISIANA CASE STUDY

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What has Louisiana learned about teacher effectiveness and data systems (2000 – 2011)?

Teacher preparation IS important



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**. . . especially if states want
K-12 students to be career
and college ready.**



How do chief academic officers in Louisiana know this is true?

Outcome Data Linked Directly to Success of Graduates - One of Multiple Measures

- Louisiana can **link growth of student achievement to new teachers** and the teacher preparation programs that taught the new teachers
- Louisiana can examine growth of student achievement over **multiple years** to identify areas in need of **program development**
- Louisiana can **compare growth** of achievement of students taught by university graduates to growth of achievement of students taught by **experienced teachers** and **new teachers at other universities**

Example of Results

2009-2010 Value-Added Teacher Preparation

Assessment Results for

NORTHWESTERN STATE UNIVERSITY

ALTERNATE CERTIFICATION PROGRAM

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	Science	Language Arts	Reading	Math	Social Studies
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>	Example: Effect Estimate = 3.3				
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>					
<i>Level 3: Growth in achievement COMPARABLE to students taught by NEW teachers.</i>					
<i>Level 4: Growth in achievement BELOW students taught by other NEW teachers.</i>					
<i>Level 5: Growth in student achievement SIGNIFICANTLY BELOW students taught by other NEW teachers.</i>					

Longitudinal Assessment Results

NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

SOCIAL STUDIES

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2006-07 Results	2007-08 Results	2008-09 Results	2009-2010 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>				
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Where did Louisiana start?

STRONGER REQUIREMENTS & PATHWAYS FOR TEACHER CERTIFICATION

- PK-16+ partnership between higher education and PK-12 education to recommend new policies (Blue Ribbon Commission)
- New state policies to create stronger teacher certification requirements (BESE)
- New state policies to create stronger alternate and undergraduate pathways (BESE)
- Agreement between PK-12 and higher education to share data



What new measures were implemented to determine the effectiveness of teacher preparation?

Multiple Measures



- Redesign of all teacher preparation programs and approval by BoR & BESE by July 1, 2003. (Higher Education Policy)

- Alignment of programs to state and national **content** and **teacher** standards

- **Chief academic officers accountable** for the redesign of all programs due to the involvement of colleges of arts/sciences/humanities and education faculty

- **Evaluation** of all programs by **national/state experts**



Multiple Measures (Cont'd.)



- National accreditation by NCATE or TEAC for BoR & BESE approval to operate (BoR & BESE Policies)

- ✓ NCATE Assessments

- ✓ SPA Assessments

- ✓ TEAC Assessments

(Assessment of unit, teacher candidate teaching skills, employer satisfaction, etc.)

**Public and Private Universities
(Future: Out of State Universities with Field
Based Experiences in Louisiana)**

Multiple Measures (Cont'd.)



- Teacher Preparation Accountability System
(2002-2003, 2003-2004, 2004-2005 – Hurricane Katrina Impact - New Pilot 2010-2011)

Teacher Preparation Performance Score =

- ✓ Part 1: Institutional Index
 - Teacher Knowledge (Praxis Passage Rates)
 - Feedback from Graduates (Teacher Survey)
- ✓ Part 2: Quantity Index
 - Increase in Program Completers
 - Increase in Completers in Teacher Shortage Areas
- Part 3: Growth in Student Achievement Index (NEW)
 - Value-Added Teacher Preparation Assessment Model

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Part 3: Growth in Student Achievement Index

Value-Added Teacher Preparation Assessment Model

*Developed by George Noell, Ph.D. & Kristin Gansle, Ph.D.
Louisiana State University and A&M College*

- **Predict** achievement of individual students based on prior achievement, demographics, and attendance
- **Assess** actual student achievement
- **Link** growth of student achievement to new teachers and teacher preparation programs that taught the new teachers
- **Calculate** degree to which students taught by new teachers met achievement of similar students taught by experienced teachers
- **Act** on results

Definitions

- Tests
 - State Achievement Tests (Math, Science, Social Studies, Reading, & Language Arts (Grades 3-9))
- New Teachers:
 - 1st and 2nd year teachers with regular certificates
 - Teaching within area of certification
- Experienced Teachers
 - 3rd or subsequent year teachers with regular certificates
 - Teaching within area of certification

Criteria for Inclusion of Programs in the Assessment

- Inclusion for each content area
 - Redesigned programs only
 - 25 or more new teachers in grades 4-9
 - Teaching within certification
 - Remained with student full academic year
- 10 universities and 2 private providers are included in the 2009-2010 results
- 9 universities lacked a sufficient number of new teachers in the content areas to be included – they will be included in the future once they meet the criteria for inclusion

Public Disclosure
2009-2010 Value-Added Teacher Preparation
Assessment Results
NORTHWESTERN STATE UNIVERSITY
ALTERNATE CERTIFICATION PROGRAM

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Longitudinal Assessment Results

NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

SCIENCE

Amount of Growth in Achievement	2006-07 Results	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>				

Longitudinal Assessment Results

NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

LANGUAGE ARTS

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>			
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>			

READING

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>			
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>			

Example of Longitudinal Assessment Results

NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

MATHEMATICS

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2006-07 Results	2007-08 Results	2008-09 Results	2009-10 Results
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**2009-2010 Value-Added Teacher Preparation
Assessment Results**
ALTERNATE CERTIFICATION PROGRAMS

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana College	2	3	1	3	3
Louisiana State University - Shreveport	2	1	2	2	1
Louisiana Resource Center for Educators	3	3	4	3	3
Louisiana Tech University				3	
Northwestern State University	2	3	2	1	3
Southeastern Louisiana University	2	2	2	1	1
The New Teacher Project	1	1	1	1	3
University of Louisiana at Lafayette	4	3	3	4	3
University of Louisiana at Monroe	2	3	3	2	1

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**2009-2010 Value-Added Teacher Preparation
Assessment Results**
UNDERGRADUATE PROGRAMS

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana State University and A&M College	3	3	3	1	2
Louisiana State University at Shreveport	3	3	3		3
Louisiana Tech University		3			
McNeese State University	3	3			5
Northwestern State University	3				
Southeastern Louisiana University	3	2		2	
University of Louisiana at Lafayette	4	3	3	3	4
University of New Orleans		3			3

What will be the next step in Louisiana?

BoR Support During 2009-2010 to Act on Results

- Creation of State Research Team (Researcher from every teacher preparation program in the state)
- Examination of campus teacher preparation data to identify needs within a specific content area
- Use of data to identify a strategy or strategies to address the identified needs within the specific content area
- Development of an action research study to address the need
- Implementation of the action research study

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What do system and campus chief academic officers in Louisiana say about the use of multiple measures to examine teacher effectiveness?



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<http://www.regents.la.gov/Academic/TE/Value%20Added.aspx>