

# IMPACT ON P-12 LEARNING

## 2018-2019

School of Education, Southern University and A&M College

### Overall 3.2 Rating

This rating is based on the mean effectiveness level for 1st and 2nd year teacher completers teaching during the 2014-2015, 2015-2016, and 2016-2017 academic years. This rating indicates that 1st and 2nd year completers perform in the *effective proficient* range according to the standards of effectiveness in Louisiana Title 28. A teacher performing in the effective proficient range consistently meets expectations.

### Comparison to Surrounding Districts

Percent of Teacher Scoring Proficient and Above

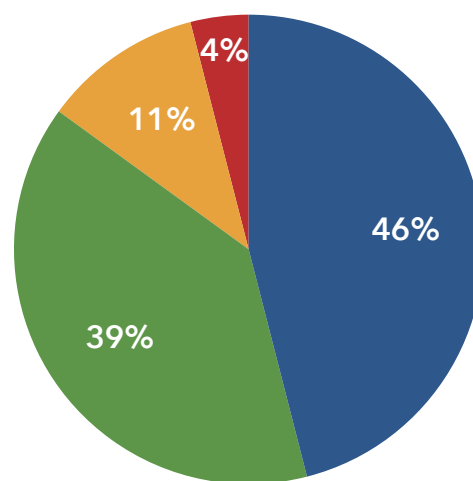
**SUBR-** 85%

**EBRPSS-** 79%

**Ascension-** 97%

**Livingston-** 92%

● Highly Effective      ● Effective Proficient  
● Effective Emerging      ● Ineffective



## Effectiveness Rating

### What does this mean?

**Highly Effective:** A highly effective teacher consistency and considerably surpasses expectations.

**Effective Proficient :** An effective proficient teacher consistently meets expectations

**Effective Emerging:** Emerging teacher only partially meets the expectations but shows potential for improvement.

**Ineffective:** An ineffective teacher consistently perform below expectations.



## Interpretation of Data

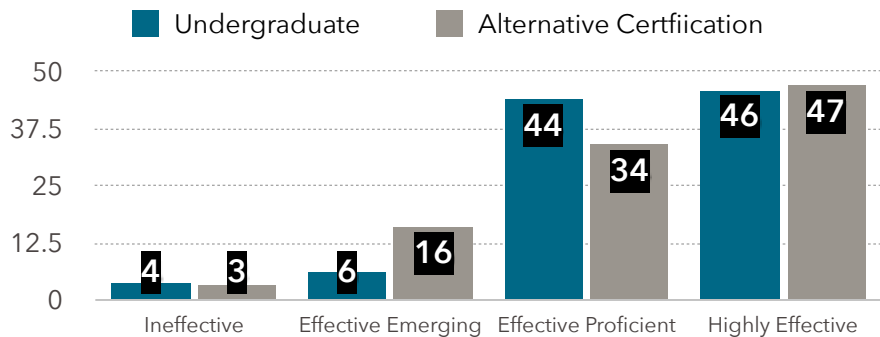
Our completers consistently perform at or above the proficiency level.

The following inferences can be made based on the data sets.

- ◆ Over 40% of all (undergraduate and alternative certification) first and second year completers scored in the highly effective range.
- ◆ First and second year Undergraduate completers performed better than alternative certification completers.
- ◆ There has been a consistent increase of first and second year undergraduate completers that score at or above the effective proficient range. Undergraduate= Avg. 4.5 percent growth each year. Alternative Certification=
- ◆ The percentage of alternative certification completers scoring at or above effective proficient range decreased during the 2016-2017 academic year.

Student Outcome Score (Source: LA Board of Regents Data Dashboards)

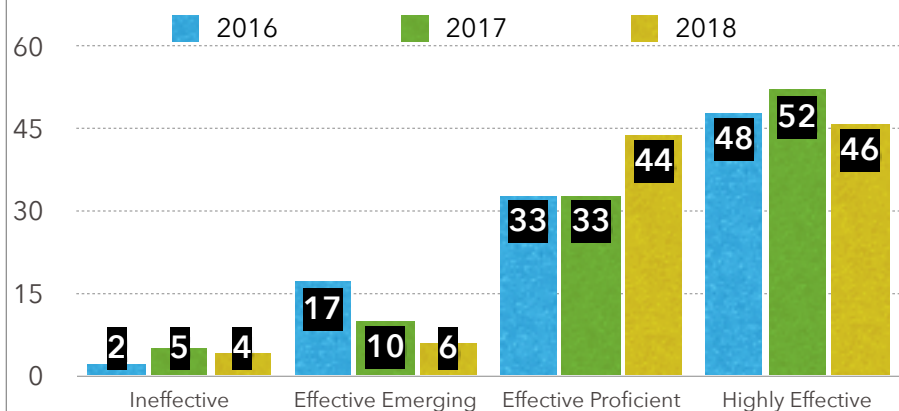
## Data Trends



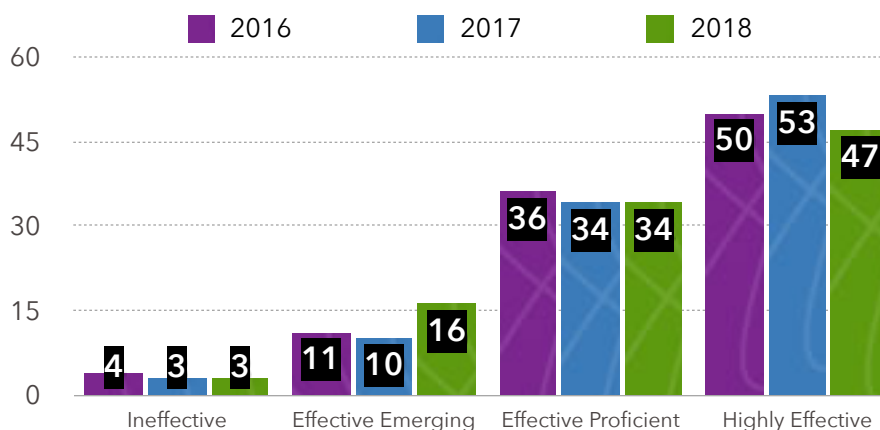
## SUBR

### Data by Program

Undergraduate (Source: LA Board of Regents Data Dashboards)



### Percentage



Alternative (Source: LA Board of Regents Data Dashboards)

## Internal Evaluation of P-12 Impact

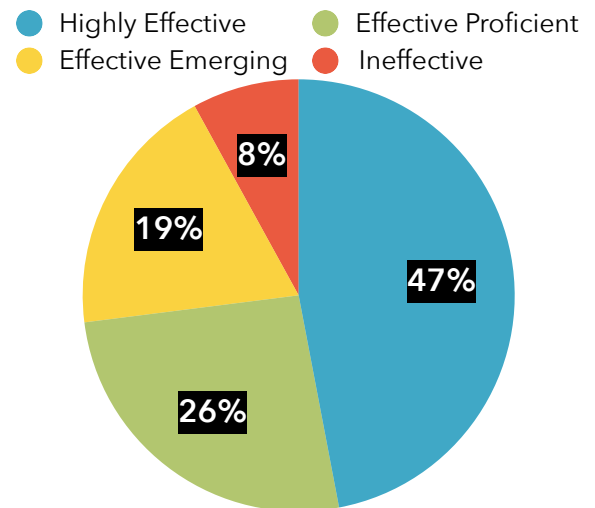
The School of Education at Southern University uses multiple measures to evaluate the impact of teacher candidate on P-12 learning. Clinical Experiences are the primary means of measuring such effectiveness. Candidates complete rigorous assessments linked to clinical experience in which impact on learning is documented. The following key assessments are directly linked to student growth.

- Unit Plan
- Teacher Work Sample
- Student Teaching Portfolio
- Case Study Evaluation

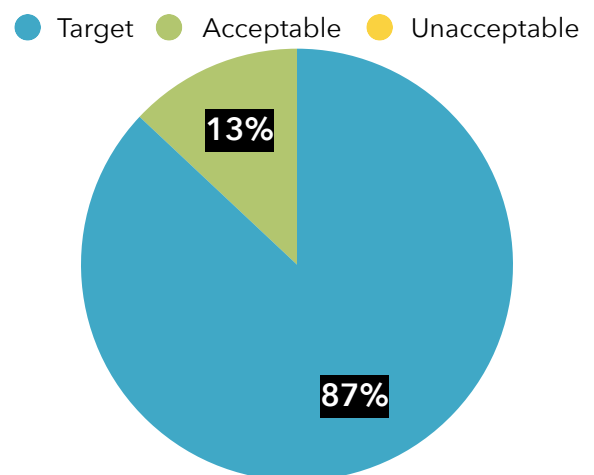
All of the above assessments are comprised of clinical implementation, data collection and analysis and reflection of impact/student achievement. Assessments are project based and include qualitative and quantitative components that are aligned to state and national teacher competencies. Courses instructors score assessments using valid and reliable evaluation rubrics.

Results for the 2018-2019 administration of the assessment are listed in the right column. Candidates performed well in all assessment related to impact on p-12 learning. These scores are reflective of the external student outcome scores. Although overall student performance was in proficient range, some areas for growth were discovered. Criteria related to assessment development and assessment adaptations were consistently below proficient in all assessments.

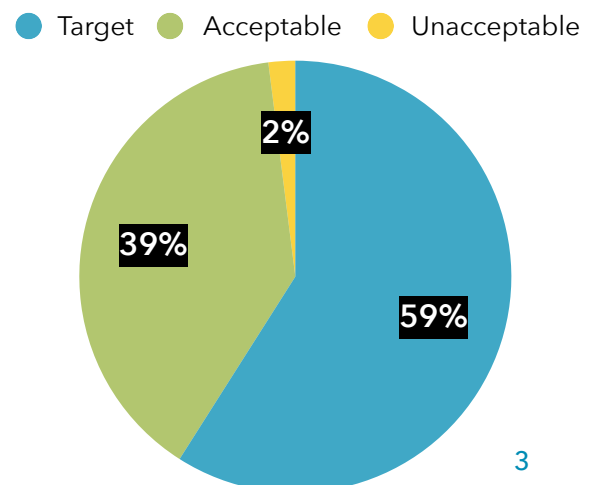
## Unit Plan (Completed in Several Methodology (Courses)



## Student Teaching Portfolio



## Teacher Work Sample (Student Teaching)



## Focus on Goals

Our goal is to increase teacher candidate performance on impact of p-12 learning measures. We will continue to monitor internal and external data to measure the impact of teacher candidates and completers on student achievement.

We will continue to implement the following strategies

- Collect and Analyze External Data (Annual)
- Collect and Analysis Internal Data (Semester)
- Share findings in collaborative meetings
- Provide professional development and support for first and second year teachers
- Collaborate with partner schools

## Louisiana Evaluation System

The Louisiana Department of Education measures impact on P-12 learning using three quantitative measures: value added data, common assessments, and student learning targets.

### Value Added Data:

Value added data for tested grades and subjects (grades 3-12) is used to evaluate teachers. Value-added assessment is a statistical approach that combines a student's test data from prior years, demographic factors of the individual student (comprising up to 10% of the value-added model), and current year LEAP or iLEAP results to determine whether the student made the expected amount of progress given their history. The value-added assessment compares actual student achievement for eligible students to the expected achievement of those same students to determine if the student has made more, less, or a typical amount of progress. Student growth is assessed and reported.

### Common Assessments

There are a number of subjects that are not assessed by standardized tests, also known as Non-Tested Grades and Subjects (NTGS). For these subjects, where available, state-approved common assessments have been developed, with the input of teachers and educational professionals, that will comprise part of the body of evidence measuring students' attainment of learning targets.

### Student Learning Targets

In cases where there are non-tested subjects for which there are no common assessments available, such as or music. For these subjects, teacher-developed Student Learning Targets are used for the student growth component of the evaluation. Student Learning Targets are goals designed by individual teachers that express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals

