

# Louisiana Teacher Prep Technical Guide

This technical guide outlines the business rules for the information displayed in the [Preparation Library](#) on [LouisianaBelieves.com](#)

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# Overview

## About the Preparation Library

This [website](#) includes performance profiles that provide information relative to the quality of the preparation offered by each provider, the extent to which the provider is meeting Louisiana's educator workforce needs, and the impact of program completers on K-12 student outcomes.

## About the Teacher Preparation Quality Rating System

In June 2017, the Board of Elementary and Secondary Education (BESE) established the Teacher Preparation Quality Rating System, as required by federal regulations. The Teacher Preparation Quality Rating System is designed to: provide preparation programs with meaningful information for improvement, identify programs of excellence and programs in need of improvement, and reward programs for meeting Louisiana's educator workforce needs. Each provider will receive a quality rating score from Level 1 (Ineffective) to Level 4 (Highly Effective). BESE will use the information from the Teacher Preparation Quality Rating System to inform continued program approval decisions.

## About the performance profiles

The performance profiles for each teacher preparation provider were available beginning in the winter of 2020-2021. The performance profiles will be updated annually and the quality rating score will be updated every other year.

## Which institutions receive performance profiles?

Every institution approved by BESE to train teachers for initial certification receives a performance profile. Each institution receives one performance profile for all undergraduate programs (e.g. the undergraduate pathway) and one performance profile for all post-baccalaureate programs (e.g. the post-baccalaureate pathway). The overall quality rating is based on the performance profile domains that are calculated by teacher preparation quality systems.

## Who is included in this website?

The website includes information for all teacher candidates who completed a BESE-approved teacher preparation program beginning in 2016-2017 and completed yearly for each academic year.

## What data are used for this website?

- Classification of Instruction Programs (CIP)
- Curriculum Database (CUR)
- Profile of Educational Personnel Database (PEP)
- Self-reported data from teacher preparation providers
  - Number of school system partnerships
  - "About This Program" descriptive text
- Sponsor Site System (SPS)
- Teacher Certificate Management System (TCMS)
- Validated Teacher Preparation Program Completer Data
- Validation completed through the Teacher Preparation Data Verification Software

## Definitions

<b>Board of Elementary and Secondary Education (BESE)</b>	The <a href="#">Board of Elementary and Secondary Education</a> , also referred to as BESE, was established by the 1974 Louisiana Constitution. The Board is composed of 11 members: eight elected by the citizens of Louisiana’s eight BESE districts, and three appointed by the governor of Louisiana to represent the state at large. Together, these members adopt and enact policies governing Louisiana's elementary and secondary schools.
<b>Certification Areas</b>	Certification areas indicate the grade level and the subject(s) in which an educator has been prepared to teach. State regulations regarding program requirements for each certification area are contained in <a href="#">Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader Preparation Programs</a> .
<b>High-Need Certification Areas</b>	High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state, or for district-based providers, across the district. High-need certification areas were established in 2017 and will be updated every four years.
<b>High-Need Schools</b>	<p><a href="#">High-need schools</a> are defined as:</p> <ul style="list-style-type: none"> <li>● Schools with 75% or greater economically disadvantaged student population and/or minority student population;</li> <li>● Schools with 25% or greater uncertified teachers</li> <li>● Schools that are geographically remote (greater than 25 miles from any teacher preparation provider);</li> <li>● Comprehensive Intervention Required schools;</li> <li>● Virtual schools, residential/detention centers, early childhood/Head Start schools/programs, and schools/programs operating with juvenile justice are excluded.</li> </ul>
<b>Post-Baccalaureate Pathway</b>	<p>The post-baccalaureate, also referred to as alternate, teacher preparation program pathway leads to certification as a teacher. Candidates must have a minimum of a bachelor's degree for entry into the program. Three types of alternate teaching preparation programs allow professionals and recent college graduates to pursue a career in teaching:</p> <ul style="list-style-type: none"> <li>● The Practitioner Teacher Program is a streamlined certification program that combines intensive coursework and full-time teaching.</li> <li>● The Master’s Degree Program is an intensive program that results in a master’s degree as well as certification.</li> <li>● The Certification-Only Program is a streamlined certification program that includes coursework and the option to complete a residency as a full-time teacher or under the tutelage of a credentialed Mentor.</li> </ul>
<b>Resident</b>	<ul style="list-style-type: none"> <li>● An undergraduate teacher candidate who completed a one-year teaching residency or any student teaching.</li> <li>● A post-baccalaureate candidate who completed a residency as a teacher of record or under the tutelage of a credentialed Mentor.</li> </ul>
<b>Teacher Preparation Program (TPP)</b>	Teacher preparation programs, also referred to as providers, are institutions that are approved by BESE to offer teacher preparation programs that result in initial teacher licensure. State regulations regarding approval standards and continued program approval are contained in <a href="#">Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader Preparation Programs</a> .

<b>Undergraduate Pathway</b>	The undergraduate, also referred to as traditional, teacher preparation program pathway is a four-year Bachelor of Arts or Science degree program that includes coursework and a year-long residency under the tutelage of a credentialed Mentor.
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**“About This Program” Page Information**

<b>Number of program completers</b>	This shows the number of teacher candidates who completed the program pathway beginning in 2017-2018. Add-on certification program completers are excluded.
<b>Number of school system partnerships</b>	This shows the number of formal school system partnerships the program pathway has established, as evidenced by a Memorandum of Understanding (MOU).

# Performance Profile Page Information

Overall Quality Rating and Score	
<p><b>Quality Rating</b></p>	<p>This shows the overall quality rating for the program pathway. The quality rating represents the overall performance of a program based on the quality score.</p> <p>The quality rating corresponds to the below score range:</p> <ul style="list-style-type: none"> <li>• Level 1: Ineffective - less than 1.5</li> <li>• Level 2: Needs Improvement - between 1.5 and 2.4</li> <li>• Level 3: Effective - between 2.5 and 3.4</li> <li>• Level 4: Highly Effective - greater than or equal to 3.5</li> </ul>
<p><b>Quality Score</b></p>	<p>This shows the overall quality score for the program pathway. The quality score is the overall score generated by combining the following three domains:</p> <ul style="list-style-type: none"> <li>• Preparation Program Experience domain score weighted at 50%</li> <li>• Meeting Educator Workforce Needs domain score weighted at 25%</li> <li>• Teacher Quality domain score weighted at 25%</li> </ul> <p>If a Teacher Quality domain score cannot be generated for the program pathway (when fewer than 10 program completers receive value-added data), then the overall quality Score is generated using the following domain weights:</p> <ul style="list-style-type: none"> <li>• Preparation Program Experience domain score weighted at 50%</li> <li>• Meeting Educator Workforce Needs domain score weighted at 50%</li> <li>• Teacher Quality domain score weighted at 0%</li> </ul> <p>If both the Teacher Quality domain score and the Meeting Educator Workforce Needs domain score cannot be generated for the program pathway (when fewer than 10 program completers for both domains), then the overall quality score is generated using the following domain weights:</p> <ul style="list-style-type: none"> <li>• Preparation Program Experience domain score weighted at 100%</li> <li>• Meeting Educator Workforce Needs domain score weighted at 0%</li> <li>• Teacher Quality domain score weighted at 0%</li> </ul>

Preparation Program Experience Domain	
<b>Domain Rating and Score</b>	<p>This shows the Preparation Program Experience domain rating and score for the program pathway. This domain rating and score represent the quality of the teacher preparation program experience based on an on-site review. The on-site review framework can be found <a href="#">here</a>.</p> <p>The four on-site review subdomain scores are averaged and rounded to the nearest whole number to generate the score. The domain rating corresponds to the score range detailed below:</p> <ul style="list-style-type: none"> <li>• Level 1: Ineffective - less than 1.5</li> <li>• Level 2: Needs Improvement - between 1.5 and 2.4</li> <li>• Level 3: Effective - between 2.5 and 3.4</li> <li>• Level 4: Highly Effective - greater than or equal to 3.5</li> </ul>
<b>On-Site Review Conducted During</b>	This shows when the on-site review that was used for the performance profile took place.
<b>Programs Reviewed</b>	This shows the certification area programs that were reviewed during the on-site review that is used for the performance profile.
<b>Quality of Recruitment and Selection</b>	This shows the Quality of Recruitment and Selection subdomain score for the program pathway. This on-site review subdomain addresses the teacher preparation provider's responsibility to recruit and select candidates who show potential for the teaching profession and the current regional educational context. This subdomain is calculated during the on-site review process using the <a href="#">on-site review framework</a> .
<b>Quality of Content Knowledge and Teaching Methods</b>	This shows the Quality of Content Knowledge and Teaching Methods subdomain score for the program pathway. This on-site review subdomain focuses on how effectively the program ensures teacher candidates acquire content knowledge and the key teaching methods and skills needed to grow students by one academic year or meet Individualized Education Program goals. This subdomain is calculated during the on-site review process using the <a href="#">on-site review framework</a> .
<b>Quality of Feedback and Candidate Performance</b>	This shows the Quality of Feedback and Candidate Performance subdomain score for the program pathway. This on-site review subdomain focuses on how effectively the program provides feedback to candidates within their residency placements. It also assesses how well program supervisors use observation and feedback data to inform individual goal tracking and interventions for candidates. This subdomain is calculated during the on-site review process using the <a href="#">on-site review framework</a> .
<b>Quality of Continuous Improvement Process</b>	This shows the Quality of the Continuous Improvement Process subdomain score for the program pathway. This on-site review subdomain examines how the program collects and utilizes data, and works with school system partners, to continually improve the quality of the teacher preparation program. This subdomain is calculated during the on-site review process using the <a href="#">on-site review framework</a> .

## Meeting Educator Workforce Needs Domain

### Domain Rating and Score

This shows the Meeting Educator Workforce Needs domain rating and score for the program pathway. This domain rating and score measures the extent to which the program is meeting Louisiana's educator workforce needs by placing teacher candidates in high-need schools or preparing candidates in high-need certification areas. Program pathways with fewer than 10 program completers do not receive a Meeting Educator Workforce Needs domain rating and score. The cohorts of program completers used to calculate this domain include academic years beginning in 2017-2018 and are calculated every 4 years.

#### The Meeting Educator Workforce Needs domain rating and score are calculated using the following steps:

Step 1: Determine Louisiana's need for teachers in high-need schools and high-need certification areas\*.

- **High-need certification areas** are the areas with the highest percentage of classes being taught by out-of-field or uncertified teachers. Beginning in 2021-2022, high-need certification areas for the state of Louisiana are Science Biology, Science Chemistry, Science Physics, Science Earth Science, Mathematics, Early Interventionist, Grades 4-8 Mathematics, Grades 4-8 Science, Hearing Impaired, Visually Impaired, Mild/ Moderate, Algebra I
  - **24 percent of classes are taught by out-of-field or uncertified teachers in these high-need areas, so the state need for high-need certification areas is 24 percent.**
- **High-need schools** are determined every four years and are defined as schools with greater than or equal to 75 percent of economically disadvantaged student population and/or minority student population, schools that are less geographically proximate (greater than 25 miles) to teacher preparation providers or schools underserved by teacher preparation providers, and Comprehensive Intervention Required (CIR) schools. Virtual schools, residential/detention centers, early childhood/ head start schools/programs, and schools/programs operating with juvenile justice are excluded. Beginning in 2017-2018 and determined every four years thereafter, high-need schools for the state of Louisiana can be found [here](#).
  - **56 percent of teachers teach in these high-need schools, so the state need for high-need schools is 56 percent.**
- *\*District-based providers define high-need certification areas and high-need schools at the local level.*
  - *Caddo Teaching Academy (CTA)*
    - *High-need certification area need: 21%*
    - *High-need schools need: 57%*
  - *Teach Ascension Academy (TAA)*
    - *High-need certification area need: 21%*
    - *High-need schools need: 10%*
  - *Teach St. Bernard (TeachSB)*



- *High-need certification area need: 32%*
- *High-need schools need: 100%*

**Step 2:** Determine the extent to which each program pathway is meeting these needs.

- The percentage of program completers in high-need certification areas is compared to the overall need for teachers in high-need certification areas.
- The percentage of program completers who completed residencies in high-need schools is compared to the overall need for teachers in high-need schools.

**Step 3:** Compare the extent to the Meeting Educator Workforce Needs domain score and rating correlation table below.

Extent of Program Completers in High-Need Certification Areas and Residents High-Need Schools Compared to State the Need	Score	Rating
<b>Below Need-</b> below need for both measures	2.0	Level 2: Needs Improvement
<b>Meets Need-</b> at least or up to 20 percentage points above need for at least one measure	2.5	Level 3: Effective
<b>Exceeds Need-</b> more than 20 percentage points above need for one measure	3.0	
<b>Exceeds Need-</b> more than 20 percentage points above need for both measures	3.5	Level 4: Highly Effective
<b>Exceptional-</b> more than 40 percentage points above need for one or both measures	4.0	

<p><b>Percentage of Program Completers in High-Need Certification Areas</b></p>	<p>This graph displays the percentage of program completers in high-need certification areas compared to the overall need for teachers in high-need certification areas. This data is displayed at the program pathway level and the state level as a comparison point. The state level displayed is the average of Louisiana undergraduate or post-baccalaureate pathways based on the pathway of the program viewed. The color ranges applied on the graph correspond to the score ranges detailed below*:</p> <ul style="list-style-type: none"> <li>● Below Need - less than 24 percent</li> <li>● Meets Need - between 24 and 44 percent</li> <li>● Exceeds Need - between 45 and 64 percent</li> <li>● Exceptional - greater than or equal to 65 percent</li> </ul> <p><i>*District-based providers define high-need certification areas at the local level. The color ranges applied on the graph correspond to the score ranges detailed below for each district-based provider:</i></p> <ul style="list-style-type: none"> <li>● Caddo Teaching Academy (CTA) <ul style="list-style-type: none"> <li>○ Below Need - less than 21 percent</li> <li>○ Meets Need - between 21 and 41 percent</li> <li>○ Exceeds Need - between 42 and 61 percent</li> <li>○ Exceptional - greater than or equal to 62 percent</li> </ul> </li> <li>● Teach Ascension Academy (TAA) <ul style="list-style-type: none"> <li>○ Below Need - less than 21 percent</li> <li>○ Meets Need - between 21 and 41 percent</li> <li>○ Exceeds Need - between 42 and 61 percent</li> <li>○ Exceptional - greater than or equal to 62 percent</li> </ul> </li> <li>● Teach St. Bernard (TeachSB) <ul style="list-style-type: none"> <li>○ Below Need - less than 32 percent</li> <li>○ Meets Need - between 32 and 52 percent</li> <li>○ Exceeds Need - between 53 and 72 percent</li> <li>○ Exceptional - greater than or equal to 73 percent</li> </ul> </li> </ul>
<p><b>Percentage of Residents in High-Need Schools</b></p>	<p>This shows the percentage of program completers who completed residencies in high-need schools compared to the overall need for teachers in high-need schools. This data is displayed at the program pathway level and the state level as a comparison point. The state level displayed is the average of Louisiana undergraduate or post-baccalaureate pathways based on the pathway of the program viewed. The color ranges applied on the graph correspond to the score ranges detailed below*:</p> <ul style="list-style-type: none"> <li>● Below Need - less than 56 percent</li> <li>● Meets Need - between 56 and 76 percent</li> <li>● Exceeds Need - between 77 and 96 percent</li> <li>● Exceptional - greater than or equal to 97 percent</li> </ul> <p><i>*District-based providers define high-need schools at the local level. The color ranges applied on the graph correspond to the score ranges detailed below for each district-based provider:</i></p> <ul style="list-style-type: none"> <li>● Caddo Teaching Academy (CTA) <ul style="list-style-type: none"> <li>○ Below Need - less than 57 percent</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ <i>Meets Need - between 57 and 77 percent</i></li><li>○ <i>Exceeds Need - between 78 and 97 percent</i></li><li>○ <i>Exceptional - greater than or equal to 98 percent</i></li><li>● <i>Teach Ascension Academy (TAA)</i><ul style="list-style-type: none"><li>○ <i>Below Need - less than 10 percent</i></li><li>○ <i>Meets Need - between 10 and 30 percent</i></li><li>○ <i>Exceeds Need - between 31 and 50 percent</i></li><li>○ <i>Exceptional - greater than or equal to 51 percent</i></li></ul></li><li>● <i>Teach St. Bernard (TeachSB)</i><ul style="list-style-type: none"><li>○ <i>Meets Need - equal to 100 percent; all schools in St. Bernard Parish were indicated as high-need by the provider</i></li></ul></li></ul>
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## Teacher Quality Domain

### Domain Rating and Score

This shows the Teacher Quality domain rating and score for the program pathway. This domain rating and score measures the effectiveness of teachers prepared by this program, based on the value-added results of program completers during their first year of employment. Program pathways with fewer than 10 program completers with value-added results do not receive a Teacher Quality domain rating and score. The cohorts of program completers used to calculate this domain began in 2016-2017. Calculations may include up to three years of VAM data for each year's calculation.

Value-added results are limited to the following grades and subjects with state-administered assessments:

- Grades 4-8 ELA
- Grades 4-8 Math
- Grades 4-8 Science
- Grades 4-8 Social Studies
- Algebra I
- Geometry
- English I
- English II

The value-added model provides teachers and leaders with information about the extent to which students met, exceeded, or fell short of their expected performance on state tests. Teachers are assigned one of the following effectiveness ratings based on their student's performance:

- Ineffective
- Effective: Emerging
- Effective: Proficient
- Highly Effective

**The Teacher Quality domain rating and score is calculated using the following steps:**

**Step 1:** Multiply the number of program completers in each value-added results category by the index points in the table below.

Completer Value-Added Result	Index Points
Ineffective	0
Effective Emerging	50
Effective: Proficient	100
Highly Effective	150

**Step 2:** Add the category totals together.

**Step 3:** Divide by the total number of program completers used for this domain. This is the Teacher Quality domain index score for the program pathway.

**Step 4:** The Teacher Quality domain index score corresponds to the score and rating ranges detailed below:

Index Score Range	Score	Rating
Less than 65.0	1.0	Level 1: Ineffective
Between 65.0 and 74.9	2.0	Level 2: Needs Improvement
Between 75.0 and 84.9	3.0	Level 3: Effective
Greater than or equal to 85.0	4.0	Level 4: Highly Effective

These ranges correspond to the 10th, 50th, and 90th percentiles.

**Percentage of Program Completers with Value-Added Data (VAM)**

This shows the number and percentage of program completers who received a value-added score during their first year of employment.

**Value-Added Effectiveness Levels of Program Completers**

This shows the number and percentage of program completers who received value-added results by effectiveness level. This graph is limited to program completers who received a value-added score during their first year of employment. The value-added model provides teachers and leaders with information about how students met, exceeded, or fell short of their expected performance on state tests. Teachers are assigned one of the following effectiveness ratings based on their student's performance:

- Ineffective
- Effective: Emerging
- Effective: Proficient
- Highly Effective

**Domain Rating and Score Excluding Out-of-Field Teachers**

This shows the Teacher Quality domain rating and score for the program pathway, excluding program completers teaching outside of the certification area in which they were prepared. The rating and score are informational only. They are not used in the quality rating calculation.

## “Additional Information” Page Information

### Certification areas of program completers

This shows the number and percentage of program completers beginning in academic years 2017-2018 by certification area categories. Add-on certification program completers are excluded.

Certification area categories are based on the following initial certification area names and codes as listed in Teacher Certification Management System:

- Art
  - 203 - ART (K-12)
- Early Childhood
  - 798 - BIRTH TO KINDERGARTEN
  - 800 - GRADES PK-3
- Elementary Education
  - 111 - GRADES 1-8 (ELEMENTARY)
  - 799 - GRADES 1-5 (ELEMENTARY)
- English / Language Arts
  - 813 - GRADES 4-8 (ENGLISH/LANGUAGE ARTS)
  - 374 - ENGLISH
- World Languages
  - 131 - WORLD LANG.: CHINESE
  - 179 - WORLD LANG.: FRENCH (K-12)
  - 181 - WORLD LANG.: CHINESE (K-12)
  - 183 - WORLD LANG.: GERMAN
  - 186 - WORLD LANG.: ITALIAN
  - 193 - WORLD LANG.: SPANISH (K-12)
  - 376 - WORLD LANG.: FRENCH
  - 378 - WORLD LANG.: GERMAN (K-12)
  - 380 - WORLD LANG.: ITALIAN (K-12)
  - 382 - WORLD LANG.: RUSSIAN (K-12)
  - 384 - WORLD LANG.: SPANISH
  - 386 - WORLD LANG.: LATIN
  - 411 - WORLD LANG.: LATIN (K-12)
- Health / Physical Education
  - 206 - HEALTH & PHYSICAL EDUCATION
- Mathematics
  - 811 - GRADES 4-8 (MATHEMATICS)
  - 388 - MATHEMATICS
- Music
  - 213 - MUSIC: VOCAL MUSIC (K-12)
  - 215 - MUSIC: INSTRUMENTAL MUSIC (K-12)
- Other
  - 301 - AGRICULTURE 6-12
  - 233 - COMPUTER SCIENCE (6-12)
  - 808 - FAMILY AND CONSUMER SCIENCE
  - 208 - DANCE (K-12)
  - 315 - BUS: BUS. ED.
  - 390 - JOURNALISM
  - 806 - MARKETING

- 807 - TECHNOLOGY EDUCATION
- Science
  - 812 - GRADES 4-8 (SCIENCE)
  - 330 - SCIENCE: ENVIRONMENTAL SCIENCE
  - 364 - SCIENCE: GEN. SCIENCE
  - 366 - SCIENCE: BIO.
  - 368 - SCIENCE: CHEM
  - 370 - SCIENCE: PHYSICS
  - 372 - SCIENCE: EARTH SCIENCE
- Social Studies
  - 814 - GRADES 4-8 (SOCIAL STUDIES)
  - 392 - SOCIAL STUDIES
- Special Education
  - 413 - SE: EARLY INTERVENTIONIST B-5
  - 855 - SE: HEARING IMPAIRED (K-12)
  - 856 - SE: VISUALLY IMPAIRED (K-12)
  - 882 - SE: SIGNIFICANT DISABILITIES
  - 911 - MILD/MODERATE: ELEMENTARY 1-5
  - 912 - MILD/MODERATE: MIDDLE GRADES 4-8
  - 913 - MILD/MODERATE: SECONDARY 6-12
- Speech
  - 394 - SPEECH

Program completers prepared in more than one certification area, and initially licensed in more than one certification area, are sorted into a single certification area. This ensures each program completer is counted only once. Sorting takes into account Louisiana’s high-need certification areas (middle and secondary mathematics, middle and secondary science, and special education) and core content certification areas. For example, a program completer who was awarded certification in both a high-need certification area and a non-high-need certification area is sorted into the high-need certification area for the purposes of this website.

#### Multiple Certification Area Sorting Hierarchy

- High-Need Certification Areas
  - 913 - MILD/MODERATE: SECONDARY 6-12
  - 912 - MILD/MODERATE: MIDDLE GRADES 4-8
  - 911 - MILD/MODERATE: ELEMENTARY 1-5
  - 425 - MILD/MODERATE (1-12)
  - 388 - MATHEMATICS
  - 811 - GRADES 4-8 (MATHEMATICS)
  - 366 - SCIENCE: BIO.
  - 368 - SCIENCE: CHEM
  - 372 - SCIENCE: EARTH SCIENCE
  - 330 - SCIENCE: ENVIRONMENTAL SCIENCE
  - 364 - SCIENCE: GEN. SCIENCE
  - 370 - SCIENCE: PHYSICS
  - 812 - GRADES 4-8 (SCIENCE)
  - 413 - SE: EARLY INTERVENTIONIST B-5

- 855 - SE: HEARING IMPAIRED (K-12)
- 882 - SE: SIGNIFICANT DISABILITIES
- 856 - SE: VISUALLY IMPAIRED (K-12)
- District Based Providers High-Need Certification Areas
  - 374 - ENGLISH
  - 813 - GRADES 4-8 (ENGLISH/LANGUAGE ARTS)
- Core Content Certification Areas
  - 396 - UPPER ELEMENTARY: ENGLISH
  - 799 - GRADES 1-5 (ELEMENTARY)
  - 111 - GRADES 1-8 (ELEMENTARY)
  - 798 - BIRTH TO KINDERGARTEN
  - 800 - GRADES PK-3
  - 392 - SOCIAL STUDIES
  - 814 - GRADES 4-8 (SOCIAL STUDIES)
- Certification Areas Not in the Other Certification Area Category
  - 203 - ART (K-12)
  - 706 - ARTIST - VISUAL ARTS
  - 131 - WORLD LANG.: CHINESE
  - 181 - WORLD LANG.: CHINESE (K-12)
  - 376 - WORLD LANG.: FRENCH
  - 179 - WORLD LANG.: FRENCH (K-12)
  - 183 - WORLD LANG.: GERMAN
  - 378 - WORLD LANG.: GERMAN (K-12)
  - 186 - WORLD LANG.: ITALIAN
  - 380 - WORLD LANG.: ITALIAN (K-12)
  - 386 - WORLD LANG.: LATIN
  - 411 - WORLD LANG.: LATIN (K-12)
  - 382 - WORLD LANG.: RUSSIAN (K-12)
  - 384 - WORLD LANG.: SPANISH
  - 193 - WORLD LANG.: SPANISH (K-12)
  - 205 - HEALTH, PHYSICAL AND SAFETY EDUCATION
  - 206 - HEALTH & PHYSICAL EDUCATION
  - 210 - ADAPTIVE P.E.
  - 215 - MUSIC: INSTRUMENTAL MUSIC (K-12)
  - 213 - MUSIC: VOCAL MUSIC (K-12)
  - 394 - SPEECH
- Certification Areas in the Other Certification Area Category
  - 301 - AGRICULTURE 6-12
  - 303 - VOCATIONAL AGRICULTURE
  - 315 - BUS: BUS. ED.
  - 233 - COMPUTER SCIENCE (6-12)
  - 208 - DANCE (K-12)
  - 807 - VOCATIONAL FAMILY AND CONSUMER SCIENCE
  - 808 - FAMILY AND CONSUMER SCIENCE
  - 390 - JOURNALISM
  - 773 - GUIDANCE COUNSELOR
  - 806 - MARKETING
  - 807 - TECHNOLOGY EDUCATION



<b>Race/ ethnicity of program completers</b>	<p>This shows the number and percentage of program completers beginning academic years 2017-2018, and each subsequent year by race and ethnicity. Program completers whose race was not reported are not included in this calculation. Add-on certification program completers are excluded.</p>
<b>Residency sites</b>	<p>This map shows the residency sites of program completers beginning academic years 2017-2018, as well as subsequent years, in a Louisiana public school. Residency site location is displayed at the school system level and is determined based on the school system address reported in the Sponsor Site System. Residencies completed in approved charter schools are sorted into the nearest traditional school system. Larger circles indicate more residents served in that location. Add-on certification program completers are excluded.</p>
<b>Retention of program completers</b>	<p>This shows the percentage of program completers beginning during academic years 2017-2018, and is determined yearly by their first year of employment, and first and second year of retention in a Louisiana public school. Program completers must have completed their residency and program during the same year to be included in the calculation. Add-on certification program completers are excluded.</p> <p>Disaggregations</p> <ul style="list-style-type: none"> <li>● Retention in Louisiana Public Schools <ul style="list-style-type: none"> <li>○ First Year Employment <ul style="list-style-type: none"> <li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in a Louisiana public school the following year.</li> </ul> </li> <li>○ First-Year Retention Rate <ul style="list-style-type: none"> <li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in a Louisiana public school for two years.</li> </ul> </li> <li>○ Second-Year Retention Rate <ul style="list-style-type: none"> <li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in a Louisiana public school for three years.</li> </ul> </li> </ul> </li> <li>● Retention in Louisiana Public School Systems <ul style="list-style-type: none"> <li>○ First Year Employment <ul style="list-style-type: none"> <li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in the same school system where their residency was completed the following year.</li> </ul> </li> <li>○ First-Year Retention Rate <ul style="list-style-type: none"> <li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in the same school system where their residency was completed for two years.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Second-Year Retention Rate<ul style="list-style-type: none"><li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school and who were employed in a teaching or staff position in the same school system where their residency was completed for three years.</li></ul></li><li>● Retention in Louisiana’s Public High-Need Schools<ul style="list-style-type: none"><li>○ First Year Employment<ul style="list-style-type: none"><li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching or staff position in any high-need school the following year.</li></ul></li><li>○ First-Year Retention Rate<ul style="list-style-type: none"><li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching or staff position in any high-need school for two years.</li></ul></li><li>○ Second-Year Retention Rate<ul style="list-style-type: none"><li>■ Percentage of program completers beginning in 2017-2018 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching or staff position in any high-need school for three years.</li></ul></li></ul></li></ul>
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