

This document describes the methodology used to calculate the overall rating for the Teacher Preparation Quality Rating System.

Each teacher preparation provider receives a score at the pathway level. A “pathway” is defined as the set of undergraduate programs or the set of post-baccalaureate programs.

**What domains are measured in the Teacher Preparation Quality Rating System?**

The teacher preparation quality rating is based on three domains:

- **Preparation Program Experience**, as measured by an on-site review;
- **Meeting Educator Workforce Needs**, as measured by the number of candidates placed in high-need schools and the number of program completers in high-need certification areas;
- **Teacher Quality**, as measured by the value-added results of program completers.

**How are the domains weighted?**

A score for the Teacher Quality domain can only be generated for pathways with 10 or more program completers with value-added results. The weights for each domain are outlined below.

	Preparation Program Experience	Meeting Educator Workforce Needs	Teacher Quality
Pathways for which a Teacher Quality Score can be generated	50%	25%	25%
Pathways for which a Teacher Quality Score cannot be generated	50%	50%	N/A

**What are the ratings for the Teacher Preparation Quality Rating System?**

Quality Rating	Composite Score Range
Level 1: Ineffective	$x < 1.5$
Level 2: Needs Improvement	$1.5 \leq x < 2.5$
Level 3: Effective	$2.5 \leq x < 3.5$
Level 4: Highly Effective	$3.5 \leq x$

**What does the Preparation Program Experience domain measure?**

This domain measures the quality of the teacher preparation program experience, via a dynamic on-site review. The on-site review measures the quality of the teacher preparation provider across for areas:

- Quality of Candidate Selection
- Quality of Program Content
- Quality of Clinical Placement
- Quality of Program Performance Management.

**How is the Preparation Program Experience domain subscore calculated?**

The four subdomain scores are averaged to generate the Preparation Program Experience score.

**What does the Meeting Educator Workforce Needs domain measure?**

*The Meeting Educator Workforce Needs domain measures the extent to which each preparation provider is meeting Louisiana’s educator workforce needs by placing teacher candidates in high-need schools and training candidates in high-need certification areas.*

**How is the Meeting Educator Workforce Needs domain subscore calculated?**

Step 1: Determine Louisiana’s need for teachers in high-need schools and high-need certification areas*.
<p><b>High-need certification areas</b> are the areas with the highest percentage of classes being taught by out-of-field or uncertified teachers. For the period from 2017-2021, high-need certification areas for the state of Louisiana are <i>middle and secondary mathematics, middle and secondary science, and special education.</i></p> <p><b>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.</b></p> <p>High-need schools are determined every four years and are defined as:</p> <ul style="list-style-type: none"> <li>a. Schools with a high percentage of minority or economically disadvantaged students.</li> <li>b. Schools that are less geographically proximate to teacher preparation providers or schools underserved by current teacher preparation providers.</li> </ul> <p><b>56 percent of teachers teach in these high-need schools, so the state need for high-need schools is 56 percent.</b></p> <p><i>*District-based providers define high-need certification areas and high-need schools at the local level.</i></p>
Step 2: Determine the extent to which each preparation provider is meeting these needs.
<p>For each preparation pathway, the percentage of program completers in high-need certification areas is compared to the overall need for teachers in high-need certification areas.</p> <p>The percentage of teacher candidates completing residencies in high-need schools is compared to the overall need for teachers in high-need schools.</p>
Step 3: Apply the below scores.

Percentage of Program Completers in a High-Need Areas / Residents in a High-Need School	Score	Level
<b>Below Need</b> – below need for both measures	2.0	Level 2: Needs Improvement
<b>Meets Need</b> – at need or up to 20 percentage points	2.5	Level 3: Effective

above need for at least one measure		Level 4: Highly 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	
<b>Exceptional</b> – more than 40 percentage points above need for one or both measures	4.0	

**What does the Teacher Quality domain measure?**

*The Teacher Quality domain measures the impact of each teacher preparation pathway on K-12 student outcomes, based upon the value-added results of program completers during their first year of employment.*

**How is the Teacher Quality score calculated?**

For each preparation pathway, the teacher quality score is calculated as follows:

1. Multiply the number of program completers in each category by the index points in the table on the next page.
2. Add the category totals together.
3. Divide by the total number of program completers.

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

Based on the number calculated above, a teacher quality rating between 1 and 4 is assigned based on the ranges listed below. These ranges correspond to the 10th, 50th, and 90th percentiles.

<u>Teacher Quality Score</u>	<u>Score Range</u>
Level 1	<65
Level 2	65.0-74.9
Level 3	75.0-84.9
Level 4	≥85