



LOUISIANA BOARD OF REGENTS 2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

Message from the Commissioner:

We in the Louisiana education community are pleased to offer the following reports on Louisiana's public and private university teacher education programs. These reports are an integral component of our continuing efforts to inform Louisiana's citizens about the quality of our teacher preparation programs. Last year, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). This year, as promised, the formula has been expanded to make the scores an even more meaningful catalyst for continued reform. For 2002-2003, the scores have been calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

Mission of University (Cont'd)

LSUS will meet the social, cultural, technological, and economic development needs of the region and expand its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

LSUS is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

Student Characteristics of University

During fall 2001, Louisiana State University in Shreveport had a total enrollment of 3,419 undergraduate and 694 graduate students. A total of 1,541 students were males and 2,572 were females. The majority of the students were from Louisiana with a total of 3,959 in-state students, 140 out-of-state students, and 14 foreign students. Among students enrolled in the undergraduate program, 696 were black, 2,311 were white, and 412 were other races. Among students enrolled in the graduate program, 157 were black, 483 were white, and 54 were other races.

Accreditation and Approval of Teacher Preparation Program

Louisiana State University at Shreveport is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Under the aegis of the Blue Ribbon Commission and with the support of CITAL and Title II funds the unit is in its second year of full partnership with its Professional Development School. Midway/LSUS Professional Development Elementary School was specifically organized as a PDS school. The University's College of Education faculty and students are active in multiple ways at the school. The school's advisory council has assumed an active role in planning and implementation of goals set.
- The faculty through the Professional Development School (PDS) and through other initiatives in partnership with State Department of Education Region VII school districts have collaborated with their K-12 colleagues on various professional growth activities, sharing their areas of expertise and doing action research together. A team representing the teacher education unit and the PDS presented at the national meeting in spring 2002.
- The unit gained through major grants funds a model classroom for pre K3-elementary materials and methods experiences. In addition a model technology classroom for twenty students equipped with state-of-the art wireless equipment has been established for use by teacher education students enrolled in various required courses. The unit has used a variety of funds made available through grants and the redesign efforts to acquire additional equipment for its own classrooms and faculty professional development needs as well as for the Professional Development School.
- The College of Education at Louisiana State University in Shreveport maintains a state-of-the-art educational technology laboratory. This Macintosh laboratory is equipped with hardware and software for every purpose appropriate for preparing students for teaching in the preK-12 schools.
- The Curriculum Resources Center (CRC) is a vital part of the College of Education. Among the holdings of the CRC are textbooks and teacher resources used by the school system, curriculum guides, a large variety of children's literature books, activity books, manipulatives, games, thematic units, and many other resources.
- From its inception the College of Education has ensured a multi-cultural, multi-ethnic field experience consisting of approximately 70 hours of directed observation and participation in three different school settings during the semester prior to student teaching. These field hours are over and above those spent in materials and methods or psychology courses prior to this experience.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2001-2002 including all areas of teaching specialization.	168
2. Total number of students enrolled in the regular teacher preparation program and alternate certification program including all areas of teaching specialization who participated in programs of supervised student teaching or supervised internships during Summer 2001, Fall 2001, and/or Spring 2002.	107
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	14
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	2
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	11
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	27
4. Student/faculty ratio for student teaching and internship experiences.	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2001-2002.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	14
c. Total number of hours required during academic year 2001-2002 for student teaching.	490

**LOUISIANA BOARD OF REGENTS
2002-2003 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the state. During the first phase (2001-2002) of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' examination (PRAXIS) and ratings by teachers of their satisfaction of their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the state are working diligently to produce quality teachers who work effectively with PK-12 students.

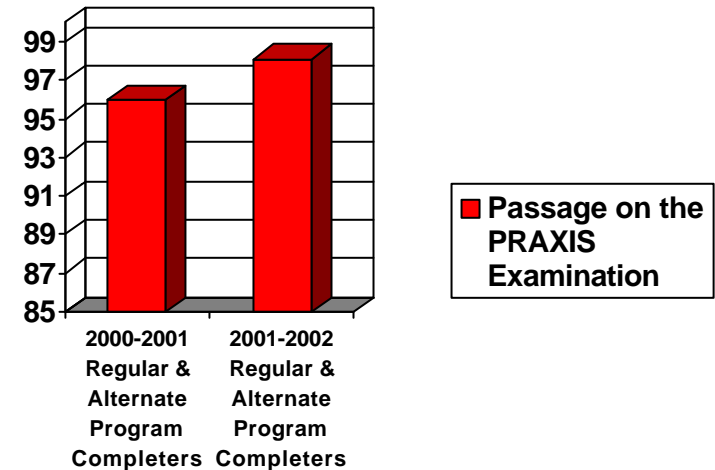
I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2001-2002 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS Examination)**

Grade: A+
PRAXIS Passage Rate: 98%
Scaled Score: 128

This is a difference of +2% when compared to the 96% passage rate of 2000-2001 regular and alternate certification program completers on the PRAXIS examinations.

The following scale was used to determine passage rate grades: A+ = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C = 80-85% Passage Rate; Below C = Below 80% Passage Rate. See Appendix A for a breakdown of scores.

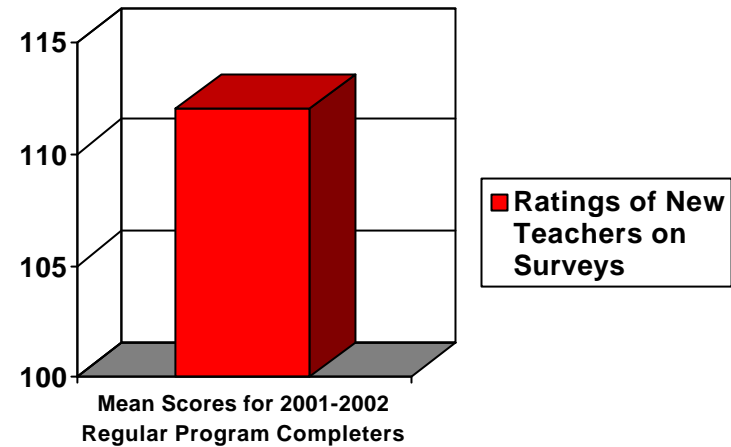


I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2001-2002 Program Completers on Graduate Satisfaction Survey

Grade: *B*
Mean Score of Survey
Respondents: *112.0*
Total number of Survey Respondents: *24*
Scaled Score: *91*

The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents.

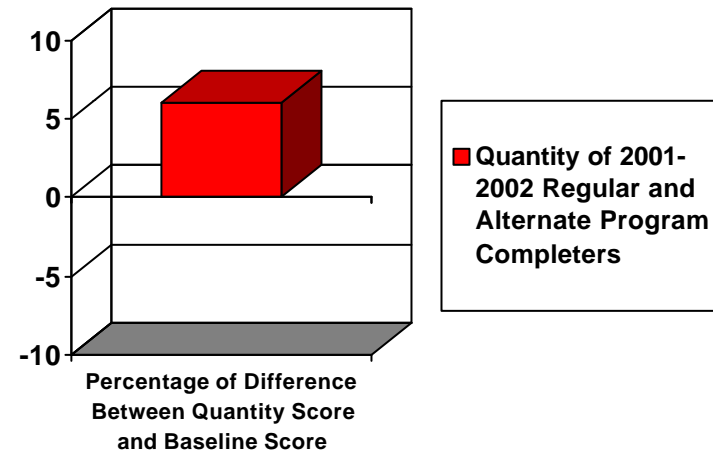


II. QUANTITY INDEX

Grade for Quantity Score

Grade: *A*
Quantity Score: *132.5*
Baseline Score: *125*
Percentage of Difference: *6.0%*
Scaled Score: *103*

The following scale was used to determine quantity grades based upon percentage of difference between the 2001-2002 Quantity Score and Baseline Score: A+ = +15% and above difference; A = +5% to +14% difference; B = -3% to +4% difference; C = -4 to -15% difference; and Below C = -16% and greater difference. See Appendix C for a breakdown of scores.



III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. **Teacher Preparation Performance Score** = Institutional Performance Index + Quantity Index / 2

$$\{([Certification\ Scaled\ Score * .875] + [Graduate\ Satisfactory\ Scaled\ Score * .125]) + Quantity\ Scale\ Score\} / 2$$
$$\{([128 * .875] + [91 * .125]) + 103\} / 2$$
$$([112 + 14] + 103) / 2$$
$$(123.38 + 103) / 2$$
$$226.38/2$$

113.19

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers were surveyed. During the 2003-2004 accountability cycle, it will have a weight of .25 once it is administered to both regular and alternate program completers.

Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents.

Note: Formula A was used to calculate the Teacher Preparation Performance Score.

B. **Teacher Preparation Performance Label** = **High Performing Teacher Preparation Program**

APPENDIX A

PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 PROGRAM COMPLETERS

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2001-2002 Regular Program Completers	61	63	97%
2001-2002 Alternate Program Completers	44	44	100%
Total	105	107	98%

A passage rate percentage of **98%** converts to a standard score of **128**. The grade is **A+**.



APPENDIX A (CONT'D)

PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: Basic Skills

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: Professional Knowledge

- (1) Professional Knowledge **OR**
- (2) Principles of Learning & Teaching K-6 **OR**
- (3) Principles of Learning & Teaching 7-12

AND

Type of Assessment: Academic Content Areas The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis that contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests. A similar report is currently being developed by the Educational Testing Service regarding the performance of 2001-2002 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).



HEA - Title II 2001-2002 Academic Year

Institution Name	LOUISIANA STATE UNIV. - SHREVE
Institution Code	6355
State	Louisiana
Number of Program Completers Submitted	63
Number of Program Completers found, matched, and used in passing rate Calculations	63

March 18, 2003

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	24	24	100%	619	619	100%
GENERAL KNOWLEDGE	510	27	27	100%	555	554	100%
PPST READING	710	23	23	100%	422	421	100%
CBT READING	711	12	12	100%	620	619	100%
PPST WRITING	720	25	25	100%	457	457	100%
CBT WRITING	721	10	10	100%	582	578	99%
PPST MATHEMATICS	730	21	21	100%	455	453	99%
CBT MATHEMATICS	731	12	12	100%	651	649	100%
COMPUTERIZED PPST READING	5710				11	10	91%
COMPUTERIZED PPST WRITING	5720				13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730				16	13	81%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	3			89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	46	46	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	14	12	86%	544	516	95%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010				16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	48	48	100%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	48	48	100%	995	995	100%



**HEA - Title II
2001-2002 Academic Year**

Institution Name	LOUISIANA STATE UNIV. - SHREVE
Institution Code	6355
State	Louisiana
Number of Program Completers Submitted	63
Number of Program Completers found, matched, and used in passing rate Calculations	63

March 18, 2003

					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas (Cont'd)							
EARLY CHILDHOOD EDUCATION	020				80	80	100%
BIOLOGY AND GENERAL SCIENCE	030	1			30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	6			104	99	95%
ENG LANG LIT COMP PEDAGOGY	043	6			99	94	95%
MATHEMATICS	060	1			45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	3			109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	3			107	103	96%
PHYSICAL EDUCATION	090	4			148	146	99%
BUSINESS EDUCATION	100				13	13	100%
MUSIC EDUCATION	110				69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170				2		



**HEA - Title II
2001-2002 Academic Year**

Institution Name	LOUISIANA STATE UNIV. - SHREVE
Institution Code	6355
State	Louisiana
Number of Program Completers Submitted	63
Number of Program Completers found, matched, and used in passing rate Calculations	63

March 18, 2003

				Statewide		
<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	60	60	100%	1681	1672	99%
Aggregate - Professional Knowledge	63	61	97%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	63	61	97%	1637	1589	97%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates	63	61	97%	1776	1687	95%

APPENDIX B

2002-2003 GRADUATE SATISFACTION SURVEY

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

INTRODUCTION

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ($n = 741$) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ($n = 66$).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

GRADUATE SATISFACTION GRADES

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

OVERALL SURVEY RESULTS

The overall results for the survey were the following:

N	Mean	Minimum	Maximum	Standard Deviation
741	115.8	38	140	16.2

LOUISIANA STATE UNIVERSITY - SHREVEPORT SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
24	112.0	44	140	19.6

APPENDIX B

2002-2003 GRADUATE SATISFACTION SURVEY (CONT'D)

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
PLANNING						
1. Specify learning objectives in terms of clear, concise student outcomes.	3.38	.71	1	0	12	11
2. Plan a series of activities that help my students achieve those objectives.	3.17	.70	1	1	15	7
3. Successfully identify individual student differences in the context of a whole class.	2.96	.62	1	2	18	3
4. Implement accommodations for individual student differences.	2.83	.70	1	5	15	3
INSTRUCTION						
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.13	.61	1	0	18	5
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.25	.85	2	0	12	10
7. Integrate a variety of materials to achieve lesson objectives.	3.29	.86	2	0	11	11
8. Change or adjust a lesson to respond to my students' outcomes.	3.13	.74	1	2	14	7
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.21	.66	1	0	16	7
10. Implement teacher-directed or student-centered activities that result in student learning.	3.29	.69	1	0	14	9
11. Successfully plan for individual student differences in the context of a whole class.	2.88	.74	1	5	14	4
12. Open, develop, and close a lesson effectively.	3.25	.74	1	1	13	9
13. Integrate technology into my lessons.	3.17	.70	1	1	15	7
14. Successfully present content at a developmentally appropriate level.	3.21	.66	1	0	16	7
15. Effectively use appropriate formal and informal assessment techniques.	3.17	.64	1	0	17	6
16. Provide timely feedback to my students.	3.21	.66	1	0	16	7
17. Produce evidence of student academic growth.	3.04	.69	1	2	16	5
18. Employ effective teaching practices as modeled by faculty.	3.41	.50	0	0	13	9
19. Relate examples, real-life situations, or current events to the content being taught.	3.29	.86	2	0	11	11
20. Teach in one or more subject areas.	3.38	.71	0	3	9	12
21. Communicate effectively with students.	3.46	.72	1	0	10	13
22. Encourage participation from all students.	3.38	.71	1	0	12	11
23. Monitor the ongoing performance of students.	3.25	.68	1	0	15	8

APPENDIX B

2002-2003 GRADUATE SATISFACTION SURVEY (CONT'D)

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
MANAGEMENT						
24. Facilitate learning by organizing available space, materials, and equipment.	3.25	.53	0	1	16	7
25. Maintain a positive learning environment.	3.38	.71	1	0	12	11
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.21	.72	1	1	14	8
27. Manage and adjust my time to ensure that learning objectives are met.	3.21	.59	0	2	15	7
28. Clearly communicate my expectations for appropriate behavior to my students.	3.21	.78	1	2	12	9
29. Monitor and respond to appropriate student behavior in an effective way.	3.25	.68	1	0	15	8
30. Monitor and respond to inappropriate student behavior in an effective way.	3.13	.61	0	3	15	6
SCHOOL IMPROVEMENT						
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.00	.59	0	4	16	4
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.04	.46	0	2	19	3
33. Collaboratively and effectively work with colleagues.	3.29	.55	0	1	15	8
34. Understand the importance of and plan for professional development.	3.25	.68	0	3	12	9
OVERALL			<i>poor</i>		<i>excellent</i>	
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.38	.49	0	0	15	9
TOTAL	<i>Mean Items 1 to 34</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Sum of items 1 to 34						
The last question (overall, see above) was answered using a different scale from the rest of the items; consequently, this 35 th item was included in the overall survey score results above, but not in the totals in this row.	108.63	19.25	28	41	483	262

APPENDIX C

2002-2003 CALCULATION OF QUANTITY INDEX

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001. The Baseline Score for this university is: **125**.

QUANTITY SCORE

A. 2001-2002 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2001 – June 30, 2002. The total number of regular and alternate program completers for this university is: **107**.

B. BONUS POINTS

In addition, one-half a point is assigned to every 2001-2002 regular and alternate program completer that met the criteria for each of the following teacher shortage areas. The bonus points for this institution are: **25.5**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		6	10	16
MATHEMATICS		1	3	4
SCIENCE	General	0	0	0
	Biology	1	2	3
	Chemistry	0	2	2
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		5	16	21
MALE	Early Childhood	0	0	0
	Elementary	1	4	5
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		0	0	0
TOTAL		14	37	51 * .5 = 25.5

C. QUANTITY

Quantity Score = **107** (Program Completers) + **25.5** (Bonus Points) = **132.5**.

The **+6%** difference between the Quantity Score (**132.5**) and Baseline Score (**125**) converts to a scaled score of **103**. The grade is **A**.