2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Southeastern Louisiana University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

			В	ASIC PROGRAM	INFOR	MATION					
Program Wel	o Site	http://www.southeastern.edu/acad_research/colleges/edu_hd/index.html									
Approval/Accreditation				Na	ames of A	Agencies				Status	
, , , , , , , , , , , , , , , , , , , ,		State: Board	of Elem	entary and Seco	ndary E	ducation	(BESE)			Approved	
		State: Board								Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges							Accredited		
		(SACSCOC)									
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited		
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator									
		Preparation (CAEP)									
Type of Prog	ram	Alternate (Ma	aster of	Arts in Teaching	; Certifi	cation-On	ly)				
			С	ANDIDATE SELE	CTION	PROFILE					
Academic Strength		Completer Pa	ssage R	ate on Praxis Ski	lls Asse	ssment (2	015-16)			100%	
		Median GPA of Candidates Entering the Program (2015-16)							3.25		
				dates Completir	_					3.88	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet		
		(by 2015-16)							Available		
Teaching Pro	mise	Data Not Yet	Availabl	e.							
Candidates/		Candidates		Enrolled			Completers			Total	
Completer		(2015-16)	62				20			82	
Diversity		Enrolled		Mal					Females		
		Gender	20 42								
		Enrolled	Hispanio		Asia	n	Black	Islande		Multi-Racial	
		Race	7	0	1		6	0	47	1	
		KNOW	LEDGE	AND SKILLS FOR	TEACH	ING OF CO	OMPLETE	RS			
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)							100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)							100%		
	Overall	Completer Passage Rate on all Assessments (2015-16)							100%		
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic Year							Yes		
<u>.</u>		Student	Clock Hours of Clinical Experiences Prior to Student Teaching						180		
		Teaching	During Student Teaching Weeks Clock Hours					Number of	Total Number of		
						Clock Hours per Week	Clock Hours				
							15	40	600		
Licensure Requirements		Number and Percentage of 2015-16 Completers That Meet State Licensing							100%		
Licensure Requirements		Requirements									
Completer Ra	ating	Data Not Yet Available									
•	PR	OGRAM PROD	UCTIVIT	Y AND ALIGNM	ENT TO	STATE N	EEDS OF	COMPLET	TERS		
Entry and Pe										65% (n=13)	
Teaching in P		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17 Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet		
in Louisiana		The second of th							Available		
		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16,									
(Please examine		Number of		Number &	1	mber &	Numb		Number &	Number &	
Louisiana Teach		2011-12		Percentage		centage	Percei	_	Percentage	Percentage	
Data Fact Book to accurately interpret the meaning of these		Completer	S	Teaching in 2012-13		ching in 13-14	Teach	J	Teaching in 2015-16	Teaching in 2016-17	
scores.)		100%		55%		55%	55		55%	55%	
		(n=33)		(n=18)		i=18)	(n=:		(n=18)	(n=18)	
		(55)		(±0)	/·	,	('''-	1	(20)	, ±0,	

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Southeastern Louisiana University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Alternate Teacher Preparation Program

PERFORMANC	E AS CLASSROOM TEACHERS (NEW T	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Impact on	Compass Student Growth Mean & Number of Scores							
K-12 Students	Mean Compass Student Growth Score (2014-15, 2015-16, & 2016-	3.5						
	17) and Number of Scores for All	(n=56)						
(Please examine the 2018	New Teachers with Less than Two	(30)						
Louisiana Teacher Preparation	uisiana Teacher Preparation Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Student Growth Scores						
scores.)	15, 2015-16, & 2016-17 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
,	Student Outcome Scores for the				. ,			
	New Teachers by LDOE Teacher	0%	2%	29%	70%			
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=16)	(n=39)			
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill	Practice Score (2014-15, 2015-16,	3.3						
	& 2016-17) and Number of Scores	(n=56)						
(Please examine the 2018	for All New Teachers with Less	(11=50) Compass Teacher Effectiveness Levels for Professional Practice Scores						
Louisiana Teacher Preparation	than Two Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2014-							
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for	0%	2%	59%	39%			
	the New Teachers by LDOE	(n=≤10)	(n=≤10)	(n=33)	(n=22)			
	Teacher Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-	3.4						
Skill	17) and Number of Scores for	(n=56)						
	New Teachers with Less than Two	,,						
(Please examine the 2018	Years of Teaching							
Louisiana Teacher Preparation	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Data Fact Book to accurately interpret the meaning of these	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Final Evaluation Scores for the	0%	0%	55%	45%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=31)	(n=25)			
	Effectiveness Levels							
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten						
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During						
Grades 4-8 with Less than	Mathematics	2013-14, 2014-15, & 2015-16 N/A						
Two Years of Teaching by	Wathematics	(n=N/A)						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		N/A%	N/A%	N/A%	N/A%			
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
(Please examine the 2018 Louisiana Teacher Preparation	Science	N/A						
Data Fact Book to accurately	Science	(n=N/A)						
interpret the meaning of these					Highly Effective			
scores.)		N/A%	N/A%	N/A%	N/A%			
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
	Social Studies	N/A						
	(Note: Data are not available –	Inoffective		Effective Proficient	Highly Effortion			
	new assessments being	Ineffective N/A	Effective Emerging N/A	N/A	Highly Effective N/A			
	developed.)	IN/A	IV/ A	IV/A	IN/A			
	English/Language Arts/Reading	N/A (n=N/A)						
			(n=	:N/A)				
		Ineffective	(n=	N/A) Effective Proficient	Highly Effective			
		Ineffective N/A%			Highly Effective			

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Southeastern Louisiana University

Prepared by Louisiana Board of Regents & University of Louisiana System Certification-Only Program Alternate Teacher Preparation Program

	Tripleation only Program Alteri				.,		
	CE AS CLASSROOM TEACHERS (NEW TE				•		
Impact on	Mean Compass Student Growth	Compass Student Growth Mean & Number of Scores					
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.4					
	16) and Number of Scores for All	(n=45)					
(Please examine the 2018 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Growth Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Growth Scores for the New	0%	2%	33%	64%		
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=15)	(n=29)		
	Effectiveness Levels	(11-310)	(11-310)	(11-13)	(11-23)		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2013-14, 2014-15,		3	3.2			
	& 2015-16) and Number of Scores						
(Please examine the 2018	for All New Teachers with Less than	(n=45)					
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	•		vels for Professional Pr			
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	<i>Professional Practice Scores</i> for the	2%	7%	60%	31%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=27)	(n=14)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.3 (n=45)					
Skill	16) and Number of Scores for New						
	Teachers with Less than Two Years						
(Please examine the 2018	of Teaching						
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2013-		ion Scores				
interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	2%	4%	56%	38%		
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=25)	(n=17)		
	Effectiveness Levels						
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16					
for New Teachers in							
Grades 4-8 with Less than	Mathematics						
Two Years of Teaching by	Wathernaties						
Content Areas (Ten or		Ineffective	Effective Emerging	N/A) Effective Proficient	Highly Effective		
More New Teachers)		N/A%	N/A%	N/A%	N/A%		
				(n=N/A)	(n=N/A)		
(Please examine the 2018		(n=N/A)	(n=N/A)	(II-IN/A)	(11-14/74)		
Louisiana Teacher Preparation	Science	(n=N/A)		<u>(II=N/A)</u> I/A	(11-14/74)		
Louisiana Teacher Preparation Data Fact Book to accurately	Science	(n=N/A)	N	I/A	(11-14/74)		
Data Fact Book to accurately interpret the meaning of these	Science	(n=N/A) Ineffective	N		Highly Effective		
Data Fact Book to accurately	Science		N (n=	I/A N/A)			
Data Fact Book to accurately interpret the meaning of these	Science	Ineffective	N (n= Effective Emerging	I/A N/A) Effective Proficient	Highly Effective		
Data Fact Book to accurately interpret the meaning of these	Science Social Studies	Ineffective N/A%	N (n= Effective Emerging N/A% (n=N/A)	I/A N/A) Effective Proficient N/A%	Highly Effective N/A%		
Data Fact Book to accurately interpret the meaning of these	Social Studies (Note: Data not available – new	Ineffective N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A)	I/A N/A) Effective Proficient N/A% (n=N/A)	Highly Effective N/A% (n=N/A)		
Data Fact Book to accurately interpret the meaning of these	Social Studies	Ineffective N/A% (n=N/A) Ineffective	N (n= Effective Emerging N/A% (n=N/A) N Effective Emerging	I/A N/A) Effective Proficient N/A% (n=N/A) I/A Effective Proficient	Highly Effective N/A% (n=N/A) Highly Effective		
Data Fact Book to accurately interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)	Ineffective N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A	I/A N/A) Effective Proficient N/A% (n=N/A) I/A Effective Proficient N/A	Highly Effective N/A% (n=N/A)		
Data Fact Book to accurately interpret the meaning of these	Social Studies (Note: Data not available – new	Ineffective N/A% (n=N/A) Ineffective	N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A N/A	I/A N/A) Effective Proficient N/A% (n=N/A) I/A Effective Proficient	Highly Effective N/A% (n=N/A) Highly Effective		
Data Fact Book to accurately interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)	Ineffective N/A% (n=N/A) Ineffective	N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A N/A	I/A N/A) Effective Proficient N/A% (n=N/A) I/A Effective Proficient N/A	Highly Effective N/A% (n=N/A) Highly Effective		
Data Fact Book to accurately interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)	Ineffective N/A% (n=N/A) Ineffective N/A	N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A N/A N (n=	Effective Proficient N/A% (n=N/A) Effective Proficient N/A Effective Proficient N/A I/A N/A	Highly Effective N/A% (n=N/A) Highly Effective N/A		