



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

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

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

The mission of Louisiana State University and A&M College is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts for the benefit of the people of the state, the nation, and the global community.

Student Characteristics of University

During Fall 2001, Louisiana State University in Baton Rouge had a total enrollment of 26,528 undergraduate and 4,874 graduate students. A total of 14,799 students were males and 16,603 were females. The majority of the students were from Louisiana with a total of 26,834 in-state students, 2,870 out-of-state students, and 1,698 foreign students. Among students enrolled in the undergraduate program, 2,562 were black, 21,032 were white, and 2,934 were other races. Among students enrolled in the graduate program, 434 were black, 3,106 were white, and 1,334 were other races.

1 – Louisiana State University and A&M College

Accreditation and Approval of Teacher Preparation Program

Louisiana State University and A&M College 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

- LSU produces approximately 16% of Louisiana's new teachers each year.
- Of the 171 National Board Certified teachers in Louisiana, 28 (16%) received one or more of their degrees from LSU.
- All LSU teacher preparation students have extensive experience in schools with a high proportion of children who qualify for free or reduced-price lunches (poverty schools).
- LSU has developed an extensive School Partnership arrangement with the East Baton Rouge Parish School system, highlighted by the Highland Elementary and McKinley Middle School Partnerships which involve the entire university community. University faculty, pre-service teachers, in-service teachers, and education students work collaboratively to improve children's learning.
- LSU offers unique five-year and fifth year programs leading to the master's degree and certification in elementary, secondary, and K-12 education. These rigorous and highly selective programs immediately and directly integrate theory with best practice in heavily field-based programs.
- A generous private donation provides fellowship support each year to twenty-five students who pursue LSU's unique 5-year teacher preparation program and who commit to teaching in a Louisiana public school for at least two years.
- The New Teacher Web Site provides new teachers with electronic support in combination with face-to-face support from an LSU faculty member.

Notable Features and Accomplishments of Teacher Preparation Program

- Faculty from the arts and sciences have collaborated with education faculty in developing a new grades 7-12 certification program in which candidates will earn degrees in arts and sciences disciplines, but will also attain certification through a unique series of field-based professional practice seminars team-taught by faculty across colleges and departments. Candidates can begin this heavily field-based program as early as the sophomore year.
- Faculty from Agriculture's School of Human Ecology have collaborated with education faculty in developing a new grades PK-3 certification program in which candidates will engage in intensive instruction integrated with extensive field-based experiences focused on best practices in early childhood and lower primary grade instruction.
- In cooperation with Southeastern Louisiana University, math, science and education faculty are designing an innovative grades 4-8 certification program that will be collaborative, field-based, and focused on teacher preparation in mathematics and the sciences.
- GEAR UP is a successful grant awarded to LSU in a joint venture with EBR Parish Schools, the Young Leader's Academy, and ExxonMobil to increase enrollment of at-risk students in post-secondary schools, increase academic performance of low-income students in middle and high schools, and enhance middle and high school academic and curricular reforms.
- In partnerships with the Colleges of Arts and Sciences, Basic Sciences, and Engineering, the college has received a \$2.5 million gift to endow the Gordon A. Cain Center for Scientific, Technological, Engineering, and Mathematical Literacy.
- In partnership with Entergy, the College of Education has designed public service announcements focused on the importance and desirability of K-12 teaching as a career choice

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.	1,605
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Teacher Preparation Program Data (Cont'd)

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.	460
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.	73
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	0
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.	40
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	113
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.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	15
c. Total number of hours required during academic year 2001-2002 for student teaching.	600

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

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

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)**

<i>Grade:</i>	<i>A</i>
<i>PRAXIS Passage Rate:</i>	<i>93%</i>
<i>Scaled Score:</i>	<i>107</i>

This is a difference of **-2%** when compared to the **95%** passage rate of 2000-2001 regular and alternate certification program completers on the PRAXIS examinations.

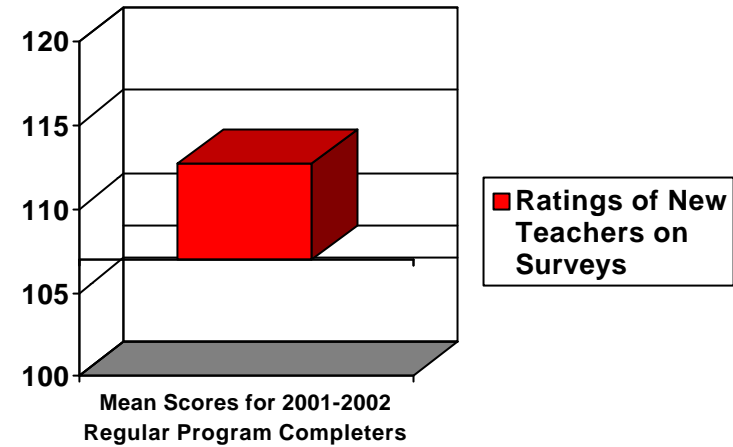
The following scale was used to determine passage rate grades: A+ = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C = 80-85% Passage Rate; Below C = Below 80% Passage Rate. See Appendix A for a breakdown of scores.

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

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

Grade:	<i>B</i>
Mean Score of Survey	
Respondents:	<i>112.7</i>
Total number of Survey	
Respondents:	<i>129</i>
Scaled Score:	<i>93</i>

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.

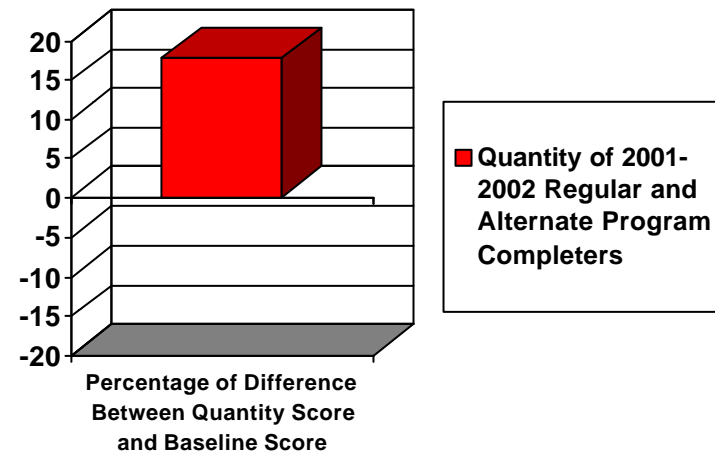


II. QUANTITY INDEX

Grade for Quantity Score

Grade:	<i>A+</i>
Quantity Score:	<i>423</i>
Baseline Score:	<i>359</i>
Percentage of Difference:	<i>17.8%</i>
Scaled Score:	<i>132</i>

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

$$\{([\text{Certification Scaled Score} * .875] + [\text{Graduate Satisfactory Scaled Score} * .125]) + \text{Quantity Scale Score}\} / 2$$
$$\{([107 * .875] + [93 * .125]) + 132\} / 2$$
$$([93.625 + 14.0925] + 132) / 2$$
$$(105.25 + 132) / 2$$
$$237.25/2$$

118.63

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 UNIVERISTY AND A&M COLLEGE

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2001-2002 Regular Program Completers	314	338	93%
2001-2002 Alternate Program Completers	30	33	91%
Total	344	371	93%

A passage rate percentage of **93%** converts to a standard score of **107**. 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 which 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 UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	340
Number of Program Completers found, matched, and used in passing rate Calculations	338

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>
Basic Skills							
COMMUNICATION SKILLS	500	96	96	100%	619	619	100%
GENERAL KNOWLEDGE	510	94	94	100%	555	554	100%
PPST READING	710	47	46	98%	422	421	100%
CBT READING	711	159	159	100%	620	619	100%
PPST WRITING	720	51	51	100%	457	457	100%
CBT WRITING	721	155	155	100%	582	578	99%
PPST MATHEMATICS	730	48	48	100%	455	453	99%
CBT MATHEMATICS	731	155	154	99%	651	649	100%
COMPUTERIZED PPST READING	5710	7			11	10	91%
COMPUTERIZED PPST WRITING	5720	7			13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730	11	9	82%	16	13	81%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	24	23	96%	89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	192	185	96%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	121	116	96%	544	516	95%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	6			16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	180	174	97%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	180	180	100%	995	995	100%



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

Institution Name	LOUISIANA STATE UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	340
Number of Program Completers found, matched, and used in passing rate Calculations	338

March 18, 2003

					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas (Cont'd)							
EARLY CHILDHOOD EDUCATION	020	14	14	100%	80	80	100%
BIOLOGY AND GENERAL SCIENCE	030	15	15	100%	30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	37	35	95%	104	99	95%
ENG LANG LIT COMP PEDAGOGY	043	37	37	100%	99	94	95%
MATHEMATICS	060	15	15	100%	45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070	5			8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	23	21	91%	109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	23	21	91%	107	103	96%
PHYSICAL EDUCATION	090	5			148	146	99%
BUSINESS EDUCATION	100	1			13	13	100%
MUSIC EDUCATION	110	19	19	100%	69	66	96%
FAMILY AND CONSUMER SCIENCES	120	2			15	15	100%
FRENCH	170				2		



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

Institution Name	LOUISIANA STATE UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	340
Number of Program Completers found, matched, and used in passing rate Calculations	338

March 18, 2003

				Statewide		
<i>Type of Assessment²</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	309	304	98%	1681	1672	99%
Aggregate - Professional Knowledge	337	324	96%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	322	308	96%	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	338	314	93%	1776	1687	95%

APPENDIX B

GRADUATE SATISFACTION SURVEY

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

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 - BATON ROUGE SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
129	112.7	57	140	16.5

APPENDIX B

GRADUATE SATISFACTION SURVEY (CONT'D)

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

<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.	3.43	.61	1	5	61	62
2. Plan a series of activities that help my students achieve those objectives.	3.40	.59	0	7	63	59
3. Successfully identify individual student differences in the context of a whole class.	2.90	.75	4	31	68	26
4. Implement accommodations for individual student differences.	2.71	.78	7	42	61	19
INSTRUCTION						
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.26	.67	1	13	66	49
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.43	.60	0	7	60	62
7. Integrate a variety of materials to achieve lesson objectives.	3.42	.66	1	9	54	65
8. Change or adjust a lesson to respond to my students' outcomes.	3.22	.69	2	13	68	46
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.19	.68	1	17	68	43
10. Implement teacher-directed or student-centered activities that result in student learning.	3.37	.63	1	7	64	57
11. Successfully plan for individual student differences in the context of a whole class.	2.83	.77	5	36	64	24
12. Open, develop, and close a lesson effectively.	3.26	.70	3	10	67	49
13. Integrate technology into my lessons.	3.24	.66	1	13	69	46
14. Successfully present content at a developmentally appropriate level.	3.26	.62	1	9	74	45
15. Effectively use appropriate formal and informal assessment techniques.	3.17	.64	0	17	73	39
16. Provide timely feedback to my students.	3.36	.61	0	9	64	56
17. Produce evidence of student academic growth.	3.20	.64	1	13	73	41
18. Employ effective teaching practices as modeled by faculty.	3.22	.60	1	8	76	37
19. Relate examples, real-life situations, or current events to the content being taught.	3.45	.61	0	8	54	66
20. Teach in one or more subject areas.	3.39	.72	1	15	46	67
21. Communicate effectively with students.	3.38	.59	0	7	66	56
22. Encourage participation from all students.	3.47	.55	0	3	62	64
23. Monitor the ongoing performance of students.	3.31	.63	0	12	65	52

APPENDIX B

GRADUATE SATISFACTION SURVEY (CONT'D)

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

<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.	3.20	.71	2	16	65	46
25. Maintain a positive learning environment.	3.45	.53	0	2	67	60
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.18	.74	3	17	63	46
27. Manage and adjust my time to ensure that learning objectives are met.	3.14	.72	2	19	67	41
28. Clearly communicate my expectations for appropriate behavior to my students.	3.28	.71	2	13	60	53
29. Monitor and respond to appropriate student behavior in an effective way.	3.21	.65	2	10	76	41
30. Monitor and respond to inappropriate student behavior in an effective way.	3.02	.76	3	27	64	35
SCHOOL IMPROVEMENT						
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	2.97	.79	3	33	58	35
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.01	.67	1	25	75	28
33. Collaboratively and effectively work with colleagues.	3.33	.60	0	9	68	52
34. Understand the importance of and plan for professional development.	3.15	.76	4	17	64	44
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?	3.17	.69	3	12	74	40
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.	109.57	15.93	53	499	2213	1611

APPENDIX C

2002-2003 CALCULATION OF QUANTITY INDEX

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

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: **359**.

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: **371**.

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: **52**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		32	11	43
MATHEMATICS		16	2	18
SCIENCE	General	0	2	2
	Biology	15	1	16
	Chemistry	4	1	5
	Physics	1	1	2
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		0	6	6
MALE	Early Childhood	0	0	0
	Elementary	6	0	6
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		3	3	6
TOTAL		77	27	104* .5 = 52

C. QUANTITY

Quantity Score = **371** (Program Completers) + **52** (Bonus Points) = **423**

The **+17.8%** difference between the Quantity Score (**423**) and Baseline Score (**359**) converts to a scaled score of **132**. The grade is **A+**