

2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Grambling State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Web Site	http://www.gram.edu/academics/majors/education/	
Approval/Accreditation	Names of Agencies	Status
	State: Board of Elementary and Secondary Education (BESE)	Approved
	State: Board of Regents (BoR)	Approved
	Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Accredited
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)	Accredited
Type of Program	Traditional (Undergraduate)	

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2011-12)		100%				
	Median GPA of Candidates Entering the Program (2011-12)		3.06				
	Median GPA of Candidates Completing the Program (2011-12)		3.21				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2011-12)		Data Not Yet Available				
Teaching Promise	Data Not Yet Available						
Candidates/Completer Diversity	Candidates (2011-12)	Enrolled	Completers	Total			
		38	10	48			
	Enrolled Gender	Males		Females			
		12		26			
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	0	0	0	38	0	0	0

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2011-12)	100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2011-12)	100%		
	Overall	Completer Passage Rate on all Assessments (2011-12)	100%		
Clinical Experiences	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching		180	
		Clock Hours of Clinical Experiences During Student Teaching	Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
			14	35	
Licensure Requirements	Percentage of 2011-12 Completers That Meet State Licensing Requirements			100%	
Completer Rating	Data Not Yet Available				

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2011-12 Completers That Began Teaching in 2012-13					Data Not Yet Available
	Percentage & Number of 2011-12 Completers That Obtained a License to Teach					Data Not Yet Available
	Persistence in Teaching in Public Schools – 2007-08 Completers					
	Number of 2007-08 Completers	Number & Percentage Teaching in 2008-09	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13
100% (n=29)	38% (n=11)	38% (n=11)	38% (n=11)	41% (n=12)	38% (n=11)	
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet Available					

(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students <i>(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Student Outcome Score (2012-13) and Number of Scores for All New Teachers with Less than Two Years of Teaching		Compass Student Outcome Mean & Number of Scores 25 or more teachers needed to report Compass Student Outcome Mean						
	Percentage and Number of 2012-13 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels		Compass Teacher Effectiveness Levels for Student Outcome Scores						
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		25 or more teachers needed to report Compass Student Outcome Effectiveness Levels							
Demonstrated Teaching Skill <i>(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2012-13) and Number of Scores for All New Teachers with Less than Two Years of Teaching		Compass Professional Practice Mean & Number of Scores 25 or more teachers needed to report Compass Professional Practice Mean						
	Percentage and Number of 2012-13 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels		Compass Teacher Effectiveness Levels for Professional Practice Scores						
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		25 or more teachers needed to report Compass Professional Practice Effectiveness Levels							
Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2012-13) and Number of Scores for New Teachers with Less than Two Years of Teaching		Compass Final Evaluation Mean & Number of Scores 25 or more teachers needed to report Compass Professional Practice Effectiveness Levels						
	Percentage and Number of 2012-13 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels		Compass Teacher Effectiveness Levels for Final Evaluation Scores						
			Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		25 or more teachers needed to report Compass Final Evaluation Effectiveness Levels							
State Value Added Scores and State Compass Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) <i>(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean and Number of Scores for 2012-13 Value-Added Scores and 2012-13 Compass Scores for Twenty-five or More New Teachers with Less Than Two Years of Teaching								
	Content Areas (Grades 4-8)	Value-Added Scores (Three or More Years of Data)		Compass Teacher Effectiveness Levels (One Year of Data)					
		Value-Added Mean & Number of Score	Compass Student Outcome Mean & Number of Scores	Compass Professional Practice Mean & Number of Scores		Compass Final Evaluation Mean & Number of Scores			
	Mathematics	25 or more new teachers needed to report Value-Added and Compass Means by Content Areas							
	Science								
	Social Studies								
	Language Arts/Reading								
	Percentage and Number of 2012-13 Value-Added Scores and 2012-13 Compass Final Evaluation Scores by LDOE Teacher Effectiveness Levels for Twenty-five or More New Teachers with Less Than Two Years of Teaching								
	Content Areas (Grades 4-8)	LDOE Teacher Effectiveness Levels for Grades 4-8 New Teachers by Content Areas, Value-Added Scores (Three or More Years of Data), & Compass Overall Evaluation Scores (One Year of Data)							
		Ineffective		Effective Emerging		Effective Proficient		Highly Effective	
Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores	Value-Added Scores	Compass Final Scores		
Mathematics	25 or more new teachers needed to report Value-Added and Compass Effectiveness Levels by Content Areas								
Science									
Social Studies									
Language Arts/Reading									
K-12 Student Perceptions	Data Not Yet Available								