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

			DACIC DI	ROGRAM IN	EOD	NATION	VI.						
Drogram Woh	ito	http://www.gra			_								
Program Web Site		Tittp.//www.gra	ini.euu/aca		_		UII/					Status	
Approval/Accreditation		Names of Agencies									Approved		
		State: Board of Elementary and Secondary Education (BESE)									Approved		
		State: Board of Regents (BoR)											
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)								eges	Accredited		
		National: Natio	National: National Council for Accreditation of Teacher Education (NCATE);									Accredited	
		Teacher Education Accreditation Council (TEAC); or Council for the Accreditation								ation			
		of Educator Preparation (CAEP)											
Type of Program	m	Traditional (Undergraduate)											
			CANDID	ATE SELECT	ION	PROFILE	E						
Academic Strer	ngth	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								in 6	Data Not Yet		
			Years (by 2011-12)									Available	
Teaching Prom	ise		Data Not Yet Available										
Candidates/		Candidates				Completers					Total		
Completer		(2011-12)	38				10				48		
Diversity		Enrolled		Males		10			l	Females			
Diversity		Gender	40										
		Enrolled	Hispanic Indian			Asian Black Isla		Island	•		Multi-Racial		
		Race	0	0		0	38		0		0	0	
		KNOWLED	GE AND SI	CILLS FOR TE	ACH	IING OF	COME	PLETE	RS				
Knowledge	Content		KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS ompleter Passage Rate on Praxis Content Assessments (2011-12) 100%										
J	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2011-12)									11-12)	100%	
	Overall										100%		
Clinical Experiences											180		
		Teaching	Clock Hours of Clinical Experiences During Student Teaching Number of Weeks Clock Hou						Number of lock Hours per Week	Total Number of Clock Hours			
			14 35							35	490		
Licensure Requ	irements	Percentage of 2011-12 Completers That Meet State Licensing Requirements								100%			
Completer Rati	ng	Data Not Yet Av	/ailable										
	PRO	GRAM PRODUCT	IVITY AND	ALIGNMEN	IT TC	STATE	NEED:	S OF C	OMPLE	TERS			
Entry and Persistence in Teaching in Public Schools in		Percentage & Number of 2011-12 Completers That Began Teaching in 2012-13								13	Data Not Yet Available		
Louisiana		Percentage & Number of 2011-12 Completers That Obtained a License to Teach								ach	Data Not Yet		
										den	Available		
(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Persistence in Teaching in Public Schools – 2007-08 Completers								s	, wandbic		
		Number of 2007-08 Completers	P	Number & Percentage		Number & N Percentage Pe Teaching in Te		Number & Percentage Teaching in 2010-11		Nu Pei Tea	imber & rcentage aching in 011-12	Number & Percentage Teaching in 2012-13	
		100% (n=29) 38	3% (n=11)	38	3% (n=1	1)	38%	(n=11)	419	% (n=12)	38% (n=11)	
Placement/Per High-Need Sub		Data Not Yet Available											

2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Grambling State University

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PERFORMANO	CE AS CLASSROOI	VI TEACH	ERS (NEW	TEACHER	S WITH LESS	THAN TWO	YEARS OF T	EACHING)				
Impact on	Mean Compass					Student Outcor			es			
K-12 Students		Score (2012-13) and Number of				25 or more teachers needed to report						
	Scores for All N		Compass Student Outcome Mean									
(Please examine the 2014	Less than Two Years of Teaching				Company of the original friends							
Louisiana Teacher Preparation	Percentage and Number of 2012-				Compass Teacher Effectiveness Levels for Student Outcome Scores							
Data Fact Book to accurately	13 Compass Student Outcome				Ineffective Effective Emerging Effective Proficient Highly Effective							
interpret the meaning of these scores.)	Scores for the N		25 or more teachers needed to report									
333, 231,	LDOE Teacher 6		Compass Student Outcome Effectiveness Levels									
Demonstrated Teaching	Mean Compass Professional				Compass Professional Practice Mean & Number of Scores							
Skill	Practice Score (2012-13) and											
	Number of Sco		25 or more teachers needed to report									
(Please examine the 2014	Teachers with I	,	Compass Professional Practice Mean									
Louisiana Teacher Preparation	of Teaching		Compass Professional Practice Weam									
Data Fact Book to accurately interpret the meaning of these	Percentage and	Co	mpass Teacher	Effectiveness L	evels for Profe	ssional Practi	ce Scores					
scores.)	13 Compass Pro	Ineffe	ctive Effec	tive Emerging	Effective Pro	oficient Hi	ghly Effective					
,	Scores for the New Teachers by				25 or i	more teach	ers needed	l to report				
	LDOE Teacher E	C	Compass Professional Practice Effectiveness Levels									
Overall Impact and	Mean Compass		Compass Final Evaluation Mean & Number of Scores									
Demonstrated Teaching	Score (2012-13) and Number of				25 or more teachers needed to report							
Skill	Scores for New Teachers with Less			C	Compass Professional Practice Effectiveness Levels							
	than Two Years of Teaching											
(Please examine the 2014	Percentage and		Compass Teacher Effectiveness Levels for Final Evaluation Scores									
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012- 13 Compass Final Evaluation Scores			s Ineffe	Ineffective Effective Emerging Effective Proficient Highly Effective							
interpret the meaning of these	for the New Teachers by LDOE				25 or more teachers needed to report							
scores.)	Teacher Effective		Compass Final Evaluation Effectiveness Levels									
State Value Added Scores				2012-13 Valu	-	and 2012-13 C						
and State Compass			More N	lew Teachers	Teachers with Less Than Two Years of Teaching							
Scores for New Teachers	Content Areas	(Three or More Years of Data) Value-Added Mean & Number of Score			Compass Teacher Effectiveness Levels (One Year of Data)							
in Grades 4-8 with Less	(Grades 4-8)			OT								
than Two Years of				& Com	ass Student	Compass P	rofessional	Compass Final Evaluation Mean & Number of Scores				
Teaching by Content					ome Mean &		ın & Number					
Areas (Twenty-five or	Mathematics			Num	oer of Scores	of Sc	ores					
More New Teachers)	Mathematics											
	Science			25 or	more new	teachers ne	eded to re	port				
(Please examine the 2014	Social Studies		\	/alue-Ado	ie-Added and Compass Means by Content Areas							
Louisiana Teacher Preparation Data Fact Book to accurately	Language											
interpret the meaning of these	Arts/Reading											
scores.)		d Number o	of 2012-13 Va	alue-Added S	cores and 2012	-13 Compass Fi	nal Evaluation	Scores by LD0	DE Teacher			
	Effe	ctiveness I	evels for Tw	enty-five or	More New Teac	hers with Less 1	Than Two Year	s of Teaching				
	Content Areas	LDOE T			eness Levels for Grades 4-8 New Teachers by Content Areas, Value-Added Scores e Years of Data), & Compass Overall Evaluation Scores (One Year of Data)							
	(Grades 4-8)		Ineffective		Data), & Comp e Emerging	1	uation Scores (Proficient	One Year of Data) Highly Effective				
		Value-			Compass	Value- Compass		Value- Compass				
		Added	Final	Added	Final	Added	Final	Added	Final			
	Matharatic	Scores	Scores	Scores	Scores	Scores	Scores	Scores	Scores			
	Mathematics	25 or more new teachers needed to report										
	Science	25 or more new teachers needed to report Value-Added and Compass Effectiveness Levels by Content Areas										
	Social Studies											
	Language											
W 40 0: 1 : 5	Arts/Reading											
K-12 Student Perceptions	Data Not Yet Av	/aiiable										