

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Louisiana College

Prepared by Louisiana Board of Regents & Private Universities

Private University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION								
Program Web Site	http://www.lacollege.edu/academics/schools/school-of-education							
Approval/Accreditation	Names of Agencies						Status	
	State: Board of Elementary and Secondary Education (BESE)						Approved	
	State: Board of Regents (BoR)						N/A	
	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						Accredited		
Type of Program	Alternate (Practitioner Teacher Program & Certification-Only)							
CANDIDATE SELECTION PROFILE								
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2012-13)						100%	
	Median GPA of Candidates Entering the Program (2012-13)						2.94	
	Median GPA of Candidates Completing the Program (2012-13)						3.90	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)						Data Not Yet Available	
Teaching Promise	Data not yet available.							
Candidates/Completer Diversity	Candidates (2012-13)	Enrolled		Completers			Total	
		131		141			272	
	Enrolled Gender	Males			Females			
		49			82			
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial	
	0	2	0	32	0	95	2	
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS								
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2012-13)					100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)					100%	
	Overall	Completer Passage Rate on all Assessments (2012-13)					100%	
Clinical Experiences	Full Time Internships are Offered for the Academic Year							
	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching				N/A		
		Clock Hours of Clinical Experiences During Student Teaching			Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours	
			N/A	N/A	N/A			
Licensure Requirements	Percentage of 2012-13 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 2012-13 Completers That Began Teaching in 2013-14						82% (n=116)	
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach						Data Not Yet Available	
	2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14							
	Number of 2008-09 Completers	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14		
100% (n=57)	95% (n=54)	91% (n=52)	89% (n=51)	84% (n=48)	79% (n=45)			
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet available							

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Practitioner Teacher Program Alternate Teacher Preparation Program

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

Impact on K-12 Students <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Student Outcome Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Student Outcome Mean & Number of Scores			
		3.2 (n=411)			
	Percentage and Number of 2012-13 and 2013-14 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
		2%	13%	34%	52%
Demonstrated Teaching Skill <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Professional Practice Mean & Number of Scores			
		3.2 (n=411)			
	Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Professional Practice Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0%	9%	62%	29%
Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching	Compass Final Evaluation Mean & Number of Scores			
		3.2 (n=411)			
	Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Final Evaluation Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		2%	9%	53%	37%
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2011-12, 2012-13, or 2013-14			
	Mathematics	0.1 (n=93)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		15%	40%	22%	24%
	Science	-1.6 (n=75)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		19%	39%	29%	13%
	Social Studies	-0.2 (n=76)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		8%	36%	37%	20%
English/Language Arts/Reading	-2.0 (n=99)				
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	19%	38%	25%	17%	
K-12 Student Perceptions	Data Not Yet Available.				