2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

		1			NFORMATION					
Program Web		http://educatio	n.latech.ed							
Approval/Accreditation					nes of Agencies				Status	
		State: Board of		•	ndary Education	on (BE	SE)		Approved	
		State: Board of Regents (BoR)							Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)							Accredited	
		National: Natio	nal Counci	il for Accred	itation of Tead	cher E	ducation (NC/	ATE); Teacher	Accredited	
		Education Accre	editation C	ouncil (TEAC	C); or Council f	or the	Accreditatio	n of Educator		
		Preparation								
Type of Progra	m	Alternate (Mast	ter of Arts i	in Teaching	& Certification	n-Only	')			
			CANDII	DATE SELEC	TION PROFILE					
Academic Stre	ngth	Completer Pass	age Rate o	n Praxis Skil	ls Assessment	(2012	2-13)		100%	
		Median GPA of	Candidate	s Entering th	ne Program (2	012-1	3)		3.07	
		Median GPA of		<u> </u>	 	•			3.82	
		Number of Candidates who Started but Did not Complete the Program Within 6							Data Not Yet	
		Years (by 2012-13)								
Teaching Prom	ise	Data not yet av	ailable.							
Candidates/		Candidates	E	Enrolled Completer			ters	Total		
Completer		(2012-13)		141		96		237		
Diversity		Enrolled		Males Fema				Females		
		Gender	43 98							
		Enrolled	·		Asian	Blac			Multi-Racial	
		Race	4	0	3	21	0	102	3	
		KNOWLED	GE AND SH	(ILLS FOR TE	ACHING OF C	ОМРІ	LETERS			
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2012-13)							100%	
	Pedagogical	Completer Pass	age Rate o	n Praxis Pro	fessional Knov	wledg	e Assessment	s (2012-13)	100%	
	Overall	Completer Pass	age Rate o	n all Assessi	ments (2012-1	.3)			100%	
Clinical Experie	ences	Full Time Internships are Offered for the Academic Year								
•		Student							180	
		Teaching Clock Hours of Clinica During Student Teach			-	\Maaka		Number of Clock Hours	Total Number o	
			Daring	During Student reaching				per Week		
		10 40						400		
Licensure Requ		Percentage of 2012-13 Completers That Meet State Licensing Requirements 100%							100%	
Completer Rat	ing	Data Not Yet Av	vailable							
	PRO	GRAM PRODUCT	TIVITY AND	ALIGNMEN	IT TO STATE N	IEEDS	OF COMPLET	ERS		
Entry and Persistence in Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14							68% (n=65)			
Teaching in Public Schools in		Percentage & Number of 2012-13 Completers That Obtained a License to Teach							Data Not Yet	
Louisiana		_	Available							
		2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13,							and 2013-14	
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Number of		Number &	Number &		Number &	Number &	Number &	
		2008-09 Completers		ercentage eaching in	Percentage Teaching in		Percentage Teaching in	Percentage Teaching in	Percentage Teaching in	
		Completers	'	2009-10	2010-11		2011-12	2012-13	2013-14	
		100% (n=74	.) 82	2% (n=61)	77% (n=57)		72% (n=53)	68% (n=50)	66% (n=49)	
Placement/Persistence in		Data Not Yet available						l		
Placement/Per	rsistence in	Data Not Yet av	/ailable							

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Alternate Teacher Preparation Program

PERFORMANO	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	I FSS THAN TWO VI	ARS OF TEACHING	1		
Impact on	Mean Compass Student Outcome	ACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Outcome Mean & Number of Scores					
K-12 Students	·		3.4 (n=194)				
	Number of Scores for All New						
(Please examine the 2015	Teachers with Less than Two Years						
Louisiana Teacher Preparation Data Fact Book to accurately	of Teaching						
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Outcome Scores for the New	40/	7%	220/	C70/		
	Teachers by LDOE Teacher	4%	/%	23%	67%		
	Effectiveness Levels						
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2012-13 & 2013-	3.3 (n=194)					
	14) and Number of Scores for All	, ,					
(Please examine the 2015 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching	Compass Teacher Effectiveness Levels for Professional Practice Scores					
interpret the meaning of these	Percentage and Number of 2012-	Compass T Ineffective	eacher Effectiveness Le Effective Emerging	vels for Professional Pro Effective Proficient	Highly Effective		
scores.)	13 & 2013-14 Compass Professional Practice Scores for the New	0%	4%	58%	38%		
	Teachers by LDOE Teacher	070	1,75	30,0	3070		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co	mnass Final Fyaluation	Mean & Number of Sco	nres		
Demonstrated Teaching	Score (2012-13 & 2013-14) and	Compass Final Evaluation Mean & Number of Scores 3.4 (n=194)					
Skill	Number of Scores for New	2.4 (11-124)					
Skiii	Teachers with Less than Two Years						
(Please examine the 2015	of Teaching						
Louisiana Teacher Preparation	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Data Fact Book to accurately interpret the meaning of these	13 & 2013-14 Compass Final	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Evaluation Scores for the New	4%	4%	41%	51%		
	Teachers by LDOE Teacher						
	Effectiveness Levels						
State Value Added Scores	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 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14 -4.2 (n=37)					
for New Teachers in							
Grades 4-10 with Less	Mathematics						
than Two Years of	iviatilematics		-4.2	(11–37)			
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Areas (Twenty-five or		11%	60%	19%	11%		
More New Teachers)		-2.3 (n=28)					
	Science		-2.3	(n=28)			
(Please examine the 2015	Science		-2.3	(n=28)			
(Please examine the 2015 Louisiana Teacher Preparation	Science	Ineffective	-2.3 Effective Emerging	Effective Proficient	Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately		Ineffective 14%	Effective Emerging 46%	Effective Proficient 25%	Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation	Social Studies		Effective Emerging 46%	Effective Proficient			
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these		14%	Effective Emerging 46% -4.8	Effective Proficient 25% (n=31)	14%		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these		14%	Effective Emerging 46% -4.8 Effective Emerging	Effective Proficient 25% (n=31) Effective Proficient	14% Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Social Studies	14%	Effective Emerging 46% -4.8 Effective Emerging 52%	Effective Proficient 25% (n=31) Effective Proficient 19%	14%		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these		14%	Effective Emerging 46% -4.8 Effective Emerging 52%	Effective Proficient 25% (n=31) Effective Proficient	14% Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Social Studies	14%	Effective Emerging 46% -4.8 Effective Emerging 52%	Effective Proficient 25% (n=31) Effective Proficient 19%	14% Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Social Studies	14% Ineffective 19%	Effective Emerging 46% -4.8 Effective Emerging 52% -1.9	Effective Proficient 25% (n=31) Effective Proficient 19% (n=35)	14% Highly Effective 10%		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	Social Studies English/Language Arts/Reading	14% Ineffective 19% Ineffective	Effective Emerging 46% -4.8 Effective Emerging 52% -1.9 Effective Emerging	Effective Proficient 25% (n=31) Effective Proficient 19% (n=35) Effective Proficient	14% Highly Effective 10% Highly Effective		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Social Studies	14% Ineffective 19% Ineffective	Effective Emerging 46% -4.8 Effective Emerging 52% -1.9 Effective Emerging	Effective Proficient 25% (n=31) Effective Proficient 19% (n=35) Effective Proficient	14% Highly Effective 10% Highly Effective		

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO YI	EARS OF TEACHING	i)				
Impact on				Compass Student Outcome Mean & Number of Scores					
K-12 Students (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately	Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.3 (n=67)							
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores							
scores.)	13 and 2013-14 Compass Student Outcome Scores for the New	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	Teachers by LDOE Teacher Effectiveness Levels	5%	12%	29%	55%				
Demonstrated Teaching Skill (Please examine the 2015 Louisiana Teacher Preparation	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=67)							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores				
scores.)	13 & 2013-14 Compass Professional	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	0%	8%	52%	40%				
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores							
Demonstrated Teaching Skill (Please examine the 2015	Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.2 (n=67)							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores							
interpret the meaning of these scores.)	13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Ineffective 5%	Effective Emerging 8%	Effective Proficient 48%	Highly Effective 40%				
State Value Added Scores for New Teachers in	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 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14							
Grades 4-10 with Less than Two Years of	Mathematics	-6.4 (n=25)							
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Areas (Twenty-five or More New Teachers)		20%	44%	28%	8%				
(Please examine the 2015	Science	-1.6 (n=25)							
Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Data Fact Book to accurately interpret the meaning of these		12%	40%	48%	0%				
scores.)	Social Studies	(n=25)							
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
		32%	40%	20%	8%				
	English/Language Arts/Reading	-2.2 (n=32)							
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
		16%	38%	38%	9%				
K-12 Student Perceptions	Data Not Yet Available.								