

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Louisiana Tech University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Web Site	http://education.latech.edu/		
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		Accredited	
Type of Program	Traditional (Undergraduate)		

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2012-13)		100%				
	Median GPA of Candidates Entering the Program (2012-13)		3.20				
	Median GPA of Candidates Completing the Program (2012-13)		3.30				
	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	
		151		79		230	
	Enrolled Gender	Males			Females		
		32			119		
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	3	1	1	6	0	136	1

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	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			330	
		Clock Hours of Clinical Experiences During Student Teaching		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
				10	40	
Licensure Requirements	Number and 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					63% (n=50)
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach					Data Not Yet Available
	2008-09 Completes 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=107)	61% (n=65)	67% (n=72)	64% (n=69)	64% (n=68)	55% (n=59)	
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet available					

(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

2015 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 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (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			
		3.3 (n=203)			
	Percentage and Number of 2012-13 and 2013-14 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Student Outcome Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		3%	10%	28%	60%
Demonstrated Teaching Skill <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (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=203)			
	Percentage and Number of 2012-13 & 2013-14 <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
		0%	12%	59%	30%
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 <i>Compass Final Evaluation Score</i> (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=203)			
	Percentage and Number of 2012-13 & 2013-14 <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
		3%	9%	51%	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	-4.0 (n=52)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		15%	44%	27%	14%
	Science	-1.2 (n=35)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		14%	40%	26%	20%
	Social Studies	-3.4 (n=32)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		9%	59%	19%	13%
English/Language Arts/Reading	-3.9 (n=49)				
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	14%	57%	12%	16%	
K-12 Student Perceptions	Data Not Yet Available.				