

**2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Southern University and A&M College**  
 Prepared by Louisiana Board of Regents & Southern University System  
*Public University Undergraduate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

<b>Program Web Site</b>	http://www.subr.edu/index.cfm/page/229		
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>		<b>Status</b>
	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	

<b>Type of Program</b>	Traditional (Undergraduate)
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**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2012-13)	100%
	Median GPA of Candidates Entering the Program (2012-13)	2.60
	Median GPA of Candidates Completing the Program (2012-13)	2.80
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)	Data Not Yet Available

<b>Teaching Promise</b>	Data not yet available.
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<b>Candidates/Completer Diversity</b>	<b>Candidates (2012-13)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>	
		35		20		55	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		12			23		
<b>Enrolled Race</b>	<b>Hispanic</b>	<b>Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Islander</b>	<b>White</b>	<b>Multi-Racial</b>
	1	0	0	33	0	0	1

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2012-13)	100%
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)	100%
	<b>Overall</b>	Completer Passage Rate on all Assessments (2012-13)	100%

<b>Clinical Experiences</b>	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			180
		Clock Hours of Clinical Experiences During Student Teaching		<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>
		14	35	490	

<b>Licensure Requirements</b>	Number and Percentage of 2012-13 Completers That Meet State Licensing Requirements	100%
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<b>Completer Rating</b>	Data Not Yet Available
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**PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS**

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>	Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14	80% (n=16)
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach	Data Not Yet Available
	<b>2008-09 Completes Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14</b>	

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

<b>Number of 2008-09 Completers</b>	<b>Number &amp; Percentage Teaching in 2009-10</b>	<b>Number &amp; Percentage Teaching in 2010-11</b>	<b>Number &amp; Percentage Teaching in 2011-12</b>	<b>Number &amp; Percentage Teaching in 2012-13</b>	<b>Number &amp; Percentage Teaching in 2013-14</b>
100% (n=34)	82% (n=28)	88% (n=30)	74% (n=25)	74% (n=25)	74% (n=25)

<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available
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# 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)

<b>Impact on K-12 Students</b>  <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	<b>Compass Student Outcome Mean &amp; Number of Scores</b>			
		3.1 (n=83)			
	Percentage and Number of 2012-13 and 2013-14 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		2%	19%	31%	47%
<b>Demonstrated Teaching Skill</b>  <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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		2.9 (n=83)			
	Percentage and Number of 2012-13 & 2013-14 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		1%	25%	59%	15%
<b>Overall Impact and Demonstrated Teaching Skill</b>  <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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.0 (n=83)			
	Percentage and Number of 2012-13 & 2013-14 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		4%	17%	57%	23%
<b>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)</b>  <i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Content Areas</b>	<b>Mean, Number of Scores, &amp; Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10-11, 2010-11, 2011-12, 2012-13, or 2013-14</b>			
	<b>Mathematics</b>	3.3 (n=25)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		4%	40%	20%	36%
	<b>Science</b>	-1.6 (n=34)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		18%	38%	24%	21%
	<b>Social Studies</b>	0.6 (n=28)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		11%	36%	29%	25%
<b>English/Language Arts/Reading</b>	-0.6 (n=35)				
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	9%	46%	20%	26%	
<b>K-12 Student Perceptions</b>	Data Not Yet Available.				