## **2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**

## **Southeastern Louisiana University**

Prepared by Louisiana Board of Regents & University of Louisiana System

Public Undergraduate Teacher Preparation Program

			В	ASIC PROGRAM	INFO	RMATI	ON						
Program We	b Site	http://www.s	outheast	ern.edu/acad_r	eseard	ch/colle	eges/e	du_hd/	index.ht	ml			
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										Accredited	
Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)								of Educator					
Type of Prog	gram	Traditional (U	•	luate)							<u> </u>		
			С	ANDIDATE SELE	CTION	N PROF	ILE						
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2013-14)										100%	
		Median GPA of Candidates Entering the Program (2013-14)										3.16	
		Median GPA of Candidates Completing the Program (2013-14)										3.34	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years										ata Not Yet	
												Available	
Teaching Pro	omise	Data not yet a	vailable.										
Candidates/		Candidates		Enrolled	Enrolled			Completers				Total	
Completer		(2013-14)		468		187						655	
Diversity		Enrolled	Males				Females						
		Gender		55	•		4			413	413		
		Enrolled	Hispanic	Indian	Asian		Bl	lack	Island	er White		Multi-Racial	
		Race	18	1	2		2	22	1	399		22	
		KNOV	VLEDGE A	AND SKILLS FOR	TEAC	HING C	OF COI	MPLETE	RS				
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)									100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)								100%			
	Overall	Completer Passage Rate on all Assessments (2013-14)										100%	
Clinical Expe	riences	Student	Clock Hours of Clinical Experiences Prior to Student Teaching							180			
		Teaching		Clock Hours of Clinical Experiences During Student Teaching					ber of	Number of	Total Numbe	otal Number of	
		<b>.</b>								Clock Hours per	Clock Hours		
			5 5 5 5 5 5 5							Week		C00	
										40		600	
Licensure Requirements		Number and Percentage of 2013-14 Completers That Meet State Licensing Requirements										100%	
Completer R	lating	Data Not Yet	Available										
	P	ROGRAM PROI	DUCTIVIT	Y AND ALIGNM	IENT T	O STAT	TE NEE	DS OF	COMPLE	TERS			
Entry and Pe	ersistence in	Percentage &	Number	of 2013-14 Con	nplete	rs That	Were	Teachi	ng in 201	.4-15	7	′5% (n=140)	
Teaching in Public		Percentage & Number of 2013-14 Completers That Obtained a License to Teach									С	ata Not Yet	
Schools in Lo	ouisiana											Available	
		2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14,										014-15	
(Please examine the 2016		Number of								Number &		Number &	
Louisiana Teacher Preparation  Data Fact Book to accurately		2009-10 Completers		Percentage		ercentage		Percen	_	Percentage		Percentage	
interpret the meaning of these scores.)		Completers		Teaching in 2010-11		aching ir 2011-12	'	Teachi	_	Teaching in 2013-14		Teaching in 2014-15	
		100% (n=182)		60% (n=109)		6 (n=11	.8)	68% (n:		71% (n=129)	7	'0% (n=128)	
Placement/F	Persistence in	Data Not Yet a	availablo		I						—		
High-Need	CISISTELLE III	Data NOT TEL	avallable										
Subjects/Sch	nools												

## 2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Public Undergraduate Teacher Preparation Program

	Tublic Officergraduate rec							
	CE AS CLASSROOM TEACHERS (NEW TE							
Impact on	Mean Compass Student Growth	Compass Student Growth Mean & Number of Scores						
K-12 Students	Score (2012-13, 2013-14, & 2014-	3.2 (n=877)						
(Diama augusia tha 2016	15) and Number of Scores for All							
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two							
Data Fact Book to accurately	Years of Teaching							
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Growth Scores						
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Student Growth Scores for the New	3%	10%	34%	54%			
	Teachers by LDOE Teacher							
	Effectiveness Levels	Common Professional Province Common C						
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill	Practice Score (2012-13, 2013-14,							
(Please examine the 2016	& 2014-15) and Number of Scores	3.0 (n=877)						
Louisiana Teacher Preparation	for All New Teachers with Less than							
Data Fact Book to accurately	Two Years of Teaching  Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Professional Practice Scores						
interpret the meaning of these	9	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	13, 2013-14, & 2014-15 Compass  Professional Practice Scores for the	≤1%	16%	67%	17%			
	New Teachers by LDOE Teacher		1070	0770	1,70			
	Effectiveness Levels							
Overall large et and		C	omnass Final Evaluation	Moan & Number of Se	ores			
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching Skill	Score (2012-13, 2013-14, & 2014- 15) and Number of Scores for New	2.1/p=077\						
SKIII	Teachers with Less than Two Years	3.1 (n=877)						
(Please examine the 2016	of Teaching							
Louisiana Teacher Preparation	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Data Fact Book to accurately	13, 2013-14, & 2014-15 Compass	Ineffective Effective Emerging Effective Proficient Highly Effective						
interpret the meaning of these scores.)	Final Evaluation Scores for the New	3%	9%	63%	26%			
scores.)	Teachers by LDOE Teacher							
	Effectiveness Levels							
State Value Added Scores	Content Areas	Mean, Numb	er of Scores, & Effective	<u>l</u> eness Levels for Value- <i>l</i>	Added Scores of			
for Growth in Student	Content / II cus	Twenty-five or More New Teachers with Less Than Two Years of Teaching who						
Learning for New		Taught During 2014-15 (3- to 5-Year Averages)						
Teachers in Grades 4-8	Mathematics (Note: A Mean score could not be	ALIA I OF						
with Less than Two Years	determined this year to calculate 3- to 5-	N/A (n=85)						
of Teaching by Content	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Areas (Twenty-five or	scores for new assessments. Percentages of	18%	40%	35%	7%			
More New Teachers)	individual scores within effectiveness levels could be determined.)							
	Science							
(Please examine the 2016		-0.5 (n=59)						
Louisiana Teacher Preparation Data Fact Book to accurately		2.27						
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		12%	29%	42%	17%			
	Social Studies							
		-1.8 (n=87)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	5 11 1/1 5 1 7 1	13%	45%	29%	14%			
	English/Language Arts/Reading							
	(Note: A Mean score could not be determined this year to calculate 3- to 5-		N/A (n=117)					
	year averages due to differences in cut-off	In officialism	Effective Francisco	Effective Durafficiant	Highly Fff - 41			
	scores for new assessments. Percentages of	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	individual scores within effectiveness levels could be determined.)	9%	51%	29%	10%			
	could be determined.)	l						