

**2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
Louisiana State University and A&M College  
Prepared by Louisiana Board of Regents & Louisiana State University System  
Public Undergraduate Teacher Preparation Program

**BASIC PROGRAM INFORMATION**

<b>Program Web Site</b>	http://www.lsu.edu/chse/education		
<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 (CAEP)		Accredited	
<b>Type of Program</b>	Traditional (Undergraduate)		

**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2014-15)		100%				
	Median GPA of Candidates Entering the Program (2014-15)		3.15				
	Median GPA of Candidates Completing the Program (2014-15)		3.35				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2014-15)		Data Not Yet Available				
<b>Teaching Promise</b>	Data not yet available.						
<b>Candidates/Completer Diversity</b>	<b>Candidates (2014-15)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>	
		638		202		840	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		105			533		
<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>
	33	1	14	53	1	523	10

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2014-15)		100%		
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)		100%		
	<b>Overall</b>	Completer Passage Rate on all Assessments (2014-15)		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>	<b>Total Number of Clock Hours</b>	
	14		35	490		
<b>Licensure Requirements</b>	Number and Percentage of 2014-15 Completers That Meet State Licensing Requirements				100%	
<b>Completer Rating</b>	Data Not Yet Available					

**PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS**

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>	Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16					52% (n=105)	
	Percentage & Number of 2014-15 Completers That Obtained a License to Teach					Data Not Yet Available	
	<b>2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, &amp; 2015-16</b>						
	<i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Number of 2010-11 Completers</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>	<b>Number &amp; Percentage Teaching in 2014-15</b>	<b>Number &amp; Percentage Teaching in 2015-16</b>
100% (n=156)		31% (n=49)	38% (n=59)	46% (n=71)	46% (n=71)	44% (n=68)	
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available						

# 2017 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 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2013-14, 2014-15, & 2015-16) 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>			
		3.3 (n=584)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 <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>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		2% (n=12)	9% (n=55)	30% (n=176)	58% (n=341)
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2013-14, 2014-15, & 2015-16) 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>			
		3.1 (n=584)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 <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>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		1% (n=≤10)	13% (n=74)	64% (n=375)	22% (n=131)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2013-14, 2014-15, & 2015-16) and Number of Scores for New Teachers with Less than Two Years of Teaching	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.2 (n=584)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 <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>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		2% (n=12)	11% (n=62)	55% (n=323)	32% (n=187)
<b>State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)</b>  <i>(Please examine the 2017 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 Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16</b>			
	<b>Mathematics</b> <i>(Taught During 2014-15 &amp; 2015-16)</i>	-0.3 (n=31)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		10% (n=≤10)	39% (n=12)	39% (n=12)	13% (n=≤10)
	<b>Science</b> <i>(Taught During 2013-14, 2014-15 &amp; 2015-16)</i>	0.0 (n=48)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		4% (n=≤10)	48% (n=23)	33% (n=16)	15% (n=≤10)
	<b>Social Studies</b> <i>(Note: Data not available – new assessments being developed.)</i>	N/A			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A	N/A	N/A	N/A
<b>English/Language Arts/Reading</b> <i>(Taught During 2014-15 &amp; 2015-16)</i>	0.6 (n=50)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	10% (n=≤10)	40% (n=20)	24% (n=12)	26% (n=13)	
<b>K-12 Student Perceptions</b>	Data Not Yet Available.				