

2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD										
Louisiana State University at Shreveport										
Prepared by Louisiana Board of Regents & Louisiana State University System										
Public Undergraduate Teacher Preparation Program										
BASIC PROGRAM INFORMATION										
Program Web Site		http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education								
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 (CAEP)							Accredited		
Type of Program		Traditional (Undergraduate)								
CANDIDATE SELECTION PROFILE										
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2014-15)							100%		
	Median GPA of Candidates Entering the Program (2014-15)							3.14		
	Median GPA of Candidates Completing the Program (2014-15)							3.28		
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2014-15)							Data Not Yet Available		
Teaching Promise		Data not yet available.								
Candidates/ Completer Diversity	Candidates (2014-15)	Enrolled			Completers			Total		
		77			41			118		
	Enrolled Gender	Males				Females				
		6				71				
	Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial		
	3	0	1	5	0	67	2			
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS										
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2014-15)						100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)						100%		
	Overall	Completer Passage Rate on all Assessments (2014-15)						100%		
Clinical Experiences		Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching					180		
			Clock Hours of Clinical Experiences During Student Teaching			Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours		
						15	30		450	
Licensure Requirements		Number and Percentage of 2014-15 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 <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>		Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16						83% (n=34)		
		Percentage & Number of 2014-15 Completers That Obtained a License to Teach						Data Not Yet Available		
		2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, & 2015-16								
		Number of 2010-11 Completers	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16			
		100% (n=51)	63% (n=32)	69% (n=35)	65% (n=33)	63% (n=32)	63% (n=32)			
Placement/Persistence in High-Need Subjects/Schools		Data Not Yet available								

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

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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 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Student Outcome Score (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Student Outcome Mean & Number of Scores			
		3.5 (n=189)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Student Outcome Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0% (n=≤10)	7% (n=13)	24% (n=45)	69% (n=131)
Demonstrated Teaching Skill <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Professional Practice Score (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Professional Practice Mean & Number of Scores			
		3.3 (n=189)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 Compass Professional Practice Scores 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% (n=≤10)	6% (n=12)	49% (n=92)	45% (n=85)
Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass Final Evaluation Score (2013-14, 2014-15, & 2015-16) and Number of Scores for New Teachers with Less than Two Years of Teaching	Compass Final Evaluation Mean & Number of Scores			
		3.4 (n=189)			
	Percentage and Number of 2013-14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Final Evaluation Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0% (n=≤10)	7% (n=14)	43% (n=81)	50% (n=94)
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) <i>(Please examine the 2017 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 Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16			
	Mathematics <i>(Taught During 2014-15 & 2015-16)</i>	N/A (n=N/A)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	Science <i>(Taught During 2013-14, 2014-15 & 2015-16)</i>	-1.3 (n=16)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		6% (n=≤10)	56% (n=≤10)	25% (n=≤10)	13% (n=≤10)
	Social Studies <i>(Note: Data not available – new assessments being developed.)</i>	N/A			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		N/A	N/A	N/A	N/A
	English/Language Arts/Reading <i>(Taught During 2014-15 & 2015-16)</i>	-2.2 (n=18)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		11% (n=≤10)	67% (n=12)	17% (n=≤10)	6% (n=≤10)
K-12 Student Perceptions	Data Not Yet Available.				