

## 2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Louisiana Resource Center for Educators

Prepared by Louisiana Board of Regents & Private Providers

*Private Provider Alternate Teacher Preparation Program*

### BASIC PROGRAM INFORMATION

|  |   |     |               |
|--|---|-----|---------------|
| <b>Program Web Site</b>  | <a href="http://LRCteach.org/">http://LRCteach.org/</a>                                 |     |               |
| <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)   |     | N/A           |
|  | Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) |     | N/A           |
| National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP) |   | N/A |               |
| <b>Type of Program</b>   | Alternate (Practitioner Teacher Program)  |     |               |

### CANDIDATE SELECTION PROFILE

|                                       |   |                 |                        |                   |                |              |              |
|---------------------------------------|---|-----------------|------------------------|-------------------|----------------|--------------|--------------|
| <b>Academic Strength</b>              | Completer Passage Rate on Praxis Skills Assessment (2015-16)                                  |                 | 100%                   |                   |                |              |              |
|                                       | Median GPA of Candidates Entering the Program (2015-16)                                       |                 | 3.02                   |                   |                |              |              |
|                                       | Median GPA of Candidates Completing the Program (2015-16)                                     |                 | N/A                    |                   |                |              |              |
|                                       | Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2015-16) |                 | Data Not Yet Available |                   |                |              |              |
| <b>Teaching Promise</b>               | Data Not Yet Available.   |                 |                        |                   |                |              |              |
| <b>Candidates/Completer Diversity</b> | <b>Candidates (2015-16)</b>   | <b>Enrolled</b> |                        | <b>Completers</b> |                | <b>Total</b> |              |
|                                       |   | 234             |                        | 88                |                | 322          |              |
|                                       | <b>Enrolled Gender</b>  | <b>Males</b>    |                        |                   | <b>Females</b> |              |              |
|                                       |   | 49              |                        |                   | 185            |              |              |
| <b>Enrolled Race</b>                  | Hispanic  | Indian          | Asian                  | Black             | Islander       | White        | Multi-Racial |
|                                       | 7   | 0               | 1                      | 42                | 0              | 163          | 3            |

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

|                               |  |   |                        |      |                                       |  |                                    |
|-------------------------------|--|---|------------------------|------|---------------------------------------|--|------------------------------------|
| <b>Knowledge</b>              | <b>Content</b>   | Completer Passage Rate on Praxis Content Assessments (2015-16)                |                        | 100% |                                       |  |                                    |
|                               | <b>Pedagogical</b>   | Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16) |                        | 100% |                                       |  |                                    |
|                               | <b>Overall</b>   | Completer Passage Rate on all Assessments (2015-16)                           |                        | 100% |                                       |  |                                    |
| <b>Clinical Experiences</b>   | Full Time Internships are Offered as an Option for the Academic Year               |   |                        |      | Yes                                   |  |                                    |
|                               | Student Teaching   | Clock Hours of Clinical Experiences Prior to Student Teaching                 |                        |      | N/A                                   |  |                                    |
|                               |  | 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> |
|                               |  |   | N/A                    |      | N/A                                   |  |                                    |
| <b>Licensure Requirements</b> | Number and Percentage of 2015-16 Completers That Meet State Licensure 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 2015-16 Completers That Began Teaching in 2016-17   |                                     |  |  |  | 88% (n=77)   |  |
|   | Percentage & Number of 2015-16 Completers That Obtained a License to Teach   |                                     |  |  |  | Data Not Yet Available                             |  |
|   | <b>2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, &amp; 2016-17</b>             |                                     |  |  |  |  |  |
|   | <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | <b>Number of 2011-12 Completers</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> | <b>Number &amp; Percentage Teaching in 2016-17</b> |
| 100%<br>(n=147)   |  | 69%<br>(n=101)                      | 66%<br>(n=97)                                      | 65%<br>(n=95)                                      | 60%<br>(n=88)                                      | 58%<br>(n=85)                                      |  |

*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.*

# 2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Louisiana Resource Center for Educators

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*Practitioner Teacher Program Alternate Teacher Preparation Program*

## PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

|   |  |   |                             |                             |                         |
|---|--|---|-----------------------------|-----------------------------|-------------------------|
| <b>Impact on K-12 Students</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | Mean <i>Compass Student Growth Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching        | <b>Compass Student Growth Mean &amp; Number of Scores</b>   |                             |                             |                         |
|   |  | 3.3<br>(n=532)  |                             |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels         | <b>Compass Teacher Effectiveness Levels for Student Growth Scores</b>   |                             |                             |                         |
|   |  | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | 2%<br>(n=13)  | 11%<br>(n=57)               | 30%<br>(n=158)              | 57%<br>(n=304)          |
| <b>Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | Mean <i>Compass Professional Practice Score</i> (2014-15, 2015-16, & 2016-17) 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>  |                             |                             |                         |
|   |  | 3.2<br>(n=532)  |                             |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <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%<br>(n≤10)  | 10%<br>(n=51)               | 58%<br>(n=308)              | 32%<br>(n=170)          |
| <b>Overall Impact and Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | Mean <i>Compass Final Evaluation Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching          | <b>Compass Final Evaluation Mean &amp; Number of Scores</b>   |                             |                             |                         |
|   |  | 3.3<br>(n=532)  |                             |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <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> |
|   |  | 1%<br>(n≤10)  | 9%<br>(n=49)                | 54%<br>(n=286)              | 36%<br>(n=192)          |
| <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><br><br><i>(Please examine the 2018 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, &amp; 2015-16</b> |                             |                             |                         |
|   | <b>Mathematics</b>   | -0.5<br>(n=51)  |                             |                             |                         |
|   |  | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | 10%<br>(n≤10)   | 29%<br>(n=15)               | 45%<br>(n=23)               | 16%<br>(n≤10)           |
|   | <b>Science</b>   | 1.0<br>(n=29)   |                             |                             |                         |
|   |  | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | 14%<br>(n≤10)   | 24%<br>(n≤10)               | 35%<br>(n=10)               | 28%<br>(n≤10)           |
|   | <b>Social Studies</b><br><i>(Note: Data are 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>  | -0.5<br>(n=65)   |   |                             |                             |                         |
|   | <b>Ineffective</b>   | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b>     |                         |
|   | 17%<br>(n=11)  | 37%<br>(n=24)   | 31%<br>(n=20)               | 15%<br>(n=10)               |                         |