

## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

### Grambling State University

Prepared by Louisiana Board of Regents & University of Louisiana System

### Public University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION											
<b>Program Web Site</b>	http://www.gram.edu/academics/majors/education/										
<b>Approval/Accreditation</b>	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						Accredited					
<b>Type of Program</b>	Alternate (Certification-Only & Practitioner Teacher Program)										
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)						3.71				
	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.										
<b>Candidates/Completer Diversity</b>	<b>Candidates (2012-13)</b>	Enrolled		Completers			Total				
		25		4			29				
	<b>Enrolled Gender</b>	Males			Females						
		9			16						
<b>Enrolled Race</b>	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial				
	0	0	0	23	0	2	0				
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>	Full Time Internships are Offered for the Academic Year										
	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching				N/A					
		Clock Hours of Clinical Experiences During Student Teaching			Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours				
			N/A	N/A	N/A						
<b>Licensure Requirements</b>	Percentage of 2012-13 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 2012-13 Completers That Began Teaching in 2013-14						75% (n=3)				
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach						Data Not Yet Available				
	2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14										
	Number of 2008-09 Completers		Number & Percentage Teaching in 2009-10		Number & Percentage Teaching in 2010-11		Number & Percentage Teaching in 2011-12		Number & Percentage Teaching in 2012-13		Number & Percentage Teaching in 2013-14
100% (n=12)		83% (n=10)		83% (n=10)		83% (n=10)		83% (n=10)		92% (n=11)	
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available										

# 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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*Certification-Only Alternate Teacher Preparation Program*

## 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 Compass Student Outcome Score (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=30)			
	Percentage and Number of 2012-13 and 2013-14 Compass Student Outcome Scores 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>
		3%	10%	43%	43%
<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 Compass Professional Practice Score (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>			
		3.1 (n=30)			
	Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Scores 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>
		0%	7%	70%	23%
<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 Compass Final Evaluation Score (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=30)			
	Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores 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>
		3%	10%	67%	20%
<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 2011-12, 2012-13, or 2013-14</b>			
	<b>Mathematics</b>	N/A (n=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>Science</b>	N/A (n=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>Social Studies</b>	N/A (n=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>	N/A (n=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>K-12 Student Perceptions</b>	Data Not Yet Available.				