

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Louisiana State University at Shreveport**  
 Prepared by Louisiana Board of Regents & Louisiana State University System  
*Public University Alternate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

<b>Program Web Site</b>	<a href="http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education">http://www.lsus.edu/academics/college-of-business-education-and-human-development/school-of-education</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)		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>	Alternate (Certification-Only)		

**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2013-14)		100%				
	Median GPA of Candidates Entering the Program (2013-14)		3.05				
	Median GPA of Candidates Completing the Program (2013-14)		3.09				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years		Data Not Yet Available				
<b>Teaching Promise</b>	Data not yet available.						
<b>Candidates/Completer Diversity</b>	<b>Candidates (2013-14)</b>	<b>Enrolled</b>	<b>Completers</b>	<b>Total</b>			
		25	23	48			
	<b>Enrolled Gender</b>	<b>Males</b>		<b>Females</b>			
		5		20			
<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>
	0	0	0	5	0	20	0

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2013-14)	100%	
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)	100%	
	<b>Overall</b>	Completer Passage Rate on all Assessments (2013-14)	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		140
		Clock Hours of Clinical Experiences During Student Teaching	<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>
		15	30	450
<b>Licensure Requirements</b>	Number and Percentage of 2013-14 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 2013-14 Completers That Were Teaching in 2014-15		83% (n=19)			
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach		Data Not Yet Available			
	<b>2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, &amp; 2014-15</b>					
	<b>Number of 2009-10 Completers</b>	<b>Number &amp; Percentage Teaching in 2010-11</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>
	100% (n=51)	80% (n=41)	77% (n=39)	73% (n=37)	71% (n=36)	67% (n=34)
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available					

**2016 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 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Growth Outcome Score</i> (2012-13, 2013-14, & 2014-15) 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>			
		3.4 (n=180)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <i>Compass Student Growth 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>
		4%	8%	25%	63%
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2012-13, 2013-14, & 2014-15) 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>			
		3.3 (n=180)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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>
		0%	4%	52%	44%
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2012-13, 2013-14, & 2014-15) 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 (n=180)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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>
		4%	5%	46%	46%
<b>State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)</b>  <i>(Please examine the 2016 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 2014-15 (3- to 5-Year Averages)</b>			
	<b>Mathematics</b>  <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=25)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		20%	28%	32%	20%
	<b>Science</b>	-0.4 (n=34)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		12%	32%	44%	12%
	<b>Social Studies</b>	1.4 (n=40)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		10%	28%	38%	25%
<b>English/Language Arts/Reading</b>  <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=33)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	6%	55%	24%	15%	