

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
Louisiana College
Prepared by Louisiana Board of Regents & Private Universities
Private University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Web Site	http://lacollege.edu/academics/programs/school-education		
Approval/Accreditation	Names of Agencies		Status
	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)		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	Alternate (Practitioner Teacher Program, Certification-Only, & Master of Arts in Teaching)		

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2013-14)		100%				
	Median GPA of Candidates Entering the Program (2013-14)		2.97				
	Median GPA of Candidates Completing the Program (2013-14)		3.96				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years		Data Not Yet Available				
Teaching Promise	Data not yet available.						
Candidates/Completer Diversity	Candidates (2013-14)	Enrolled	Completers	Total			
		194	113	307			
	Enrolled Gender	Males		Females			
		57		137			
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	8	4	3	48	0	121	10

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)	100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)	100%		
	Overall	Completer Passage Rate on all Assessments (2013-14)	100%		
Clinical Experiences	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	Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours
			N/A	N/A	N/A
Licensure Requirements	Number and Percentage of 2013-14 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	Percentage & Number of 2013-14 Completers That Were Teaching in 2014-15		87% (n=98)			
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach		Data Not Yet Available			
	2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, & 2014-15					
	Number of 2009-10 Completers	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15
	100% (n=270)	89% (n=239)	86% (n=231)	83% (n=223)	77% (n=208)	76% (n=206)
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet available					

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Practitioner Teacher Alternate Teacher Preparation Program

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

Impact on K-12 Students <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Growth Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Student Growth Mean & Number of Scores			
		3.3 (n=599)			
	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	Compass Teacher Effectiveness Levels for Student Growth Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		2%	11%	31%	57%
Demonstrated Teaching Skill <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	Compass Professional Practice Mean & Number of Scores			
		3.2 (n=599)			
	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	Compass Teacher Effectiveness Levels for Professional Practice Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		≤1%	7%	61%	31%
Overall Impact and Demonstrated Teaching Skill <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	Compass Final Evaluation Mean & Number of Scores			
		3.3 (n=599)			
	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	Compass Teacher Effectiveness Levels for Final Evaluation Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		2%	7%	52%	40%
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) <i>(Please examine the 2016 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 Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15 (3- to 5-Year Averages)			
	Mathematics <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=65)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		8%	48%	15%	29%
	Science	-0.7 (n=54)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		13%	39%	35%	13%
	Social Studies	1.2 (n=53)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		6%	40%	32%	23%
English/Language Arts/Reading <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=82)				
	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	
	11%	44%	24%	21%	