

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Southern University and A&M College**  
 Prepared by Louisiana Board of Regents & Southern University System  
*Public Undergraduate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

<b>Program Web Site</b>	http://www.subr.edu/index.cfm/page/229		
<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>	Traditional (Undergraduate)		

**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)		2.60					
	Median GPA of Candidates Completing the Program (2013-14)		2.80					
	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> 39	<b>Completers</b> 14	<b>Total</b> 53				
	<b>Enrolled Gender</b>	<b>Males</b> 13		<b>Females</b> 26				
		<b>Enrolled Race</b>	Hispanic 0	Indian 0	Asian 0	Black 39	Islander 0	White 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>	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching		180	
		Clock Hours of Clinical Experiences During Student Teaching	<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>	Total Number of Clock Hours
			14	35	
<b>Licensure Requirements</b>	Number and Percentage of 2013-14 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 2013-14 Completers That Were Teaching in 2014-15		93% (n=13)			
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach		Data Not Yet Available			
<i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<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=43)	74% (n=32)	65% (n=28)	67% (n=29)	63% (n=27)	61% (n=26)
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available					

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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 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	<b>Compass Student Growth Mean &amp; Number of Scores</b>			
		3.2 (n=109)			
	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>
		2%	17%	33%	48%
<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>			
		2.9 (n=109)			
	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>
		2%	20%	60%	18%
<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>			
		3.0 (n=109)			
	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%	14%	59%	24%
<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=29)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		7%	38%	24%	31%
	<b>Science</b>	-1.6 (n=26)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		12%	46%	23%	19%
	<b>Social Studies</b>	0.3 (n=31)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		10%	39%	29%	23%
<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=25)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	0%	48%	16%	36%	