

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Southern University at New Orleans**  
 Prepared by Louisiana Board of Regents & Southern University System  
*Public Undergraduate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

|  |   |            |               |
|--|---|------------|---------------|
| <b>Program Web Site</b>  | http://www.suno.edu/education   |            |               |
| <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)                          |                       | 3.08                    |                      |            |             |               |            |
|                                       | Median GPA of Candidates Completing the Program (2013-14)                        |                       | 3.16                    |                      |            |             |               |            |
|                                       | 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><br>17 | <b>Completers</b><br>11 | <b>Total</b><br>28   |            |             |               |            |
|                                       | <b>Enrolled Gender</b>   | <b>Males</b><br>3     |                         | <b>Females</b><br>14 |            |             |               |            |
|                                       |  | <b>Enrolled Race</b>  | Hispanic<br>0           | Indian<br>0          | Asian<br>0 | Black<br>17 | Islander<br>0 | White<br>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><br>10 | <b>Number of Clock Hours per Week</b><br>40 |
|                             | <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  |  | 73% (n=8)  |  |  |  |
|  | 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=3)   | 100% (n=3)   | 67% (n=2)  | 67% (n=2)  | 100% (n=3)   | 100% (n=3)   |
|  | <b>Placement/Persistence in High-Need Subjects/Schools</b>   |  |  |  |  |  |
| Data Not Yet available   |  |  |  |  |  |  |

**2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)**

Southern University at New Orleans

Prepared by Louisiana Board of Regents & Southern University System

*Public Undergraduate 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 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | <i>Mean Compass Student Growth Score (2012-13, 2013-14, &amp; 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching</i>  | <b>Compass Student Growth Mean &amp; Number of Scores</b>  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|--|--|--|----------------------|----------------------|----------------------|------------------|------|------|------|------|--|--|--|
|  |  | 3.0 (n=41)   |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  | 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>  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>5%</td> <td>15%</td> <td>37%</td> <td>44%</td> </tr> </table>      | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | 5%   | 15%  | 37%  | 44%  |  |  |  |
| Ineffective  | Effective Emerging   | Effective Proficient   | Highly Effective     |                      |                      |                  |      |      |      |      |  |  |  |
| 5%   | 15%  | 37%  | 44%                  |                      |                      |                  |      |      |      |      |  |  |  |
| <b>Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | <i>Mean Compass Professional Practice Score (2012-13, 2013-14, &amp; 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching</i>   | <b>Compass Professional Practice Mean &amp; Number of Scores</b>   |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | 2.9 (n=41)   |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  | 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>   |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>2%</td> <td>12%</td> <td>68%</td> <td>17%</td> </tr> </table>      | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | 2%   | 12%  | 68%  | 17%  |  |  |  |
| Ineffective  | Effective Emerging   | Effective Proficient   | Highly Effective     |                      |                      |                  |      |      |      |      |  |  |  |
| 2%   | 12%  | 68%  | 17%                  |                      |                      |                  |      |      |      |      |  |  |  |
| <b>Overall Impact and Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | <i>Mean Compass Final Evaluation Score (2012-13, 2013-14, &amp; 2014-15) and Number of Scores for New Teachers with Less than Two Years of Teaching</i>  | <b>Compass Final Evaluation Mean &amp; Number of Scores</b>  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | 2.9 (n=41)   |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  | 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>  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>5%</td> <td>17%</td> <td>61%</td> <td>17%</td> </tr> </table>      | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | 5%   | 17%  | 61%  | 17%  |  |  |  |
| Ineffective  | Effective Emerging   | Effective Proficient   | Highly Effective     |                      |                      |                  |      |      |      |      |  |  |  |
| 5%   | 17%  | 61%  | 17%                  |                      |                      |                  |      |      |      |      |  |  |  |
| <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><br><br><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><br><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=N/A)  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table> | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% |  |  |  |
|  | Ineffective  | Effective Emerging   | Effective Proficient | Highly Effective     |                      |                  |      |      |      |      |  |  |  |
|  | N/A%   | N/A%   | N/A%                 | N/A%                 |                      |                  |      |      |      |      |  |  |  |
|  | <b>Science</b>   | N/A (n=N/A)  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table> | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% |  |  |  |
|  | Ineffective  | Effective Emerging   | Effective Proficient | Highly Effective     |                      |                  |      |      |      |      |  |  |  |
|  | N/A%   | N/A%   | N/A%                 | N/A%                 |                      |                  |      |      |      |      |  |  |  |
|  | <b>Social Studies</b>  | N/A (n=N/A)  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  |  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table> | Ineffective          | Effective Emerging   | Effective Proficient | Highly Effective | N/A% | N/A% | N/A% | N/A% |  |  |  |
|  | Ineffective  | Effective Emerging   | Effective Proficient | Highly Effective     |                      |                  |      |      |      |      |  |  |  |
| N/A%   | N/A%   | N/A%   | N/A%                 |                      |                      |                  |      |      |      |      |  |  |  |
| <b>English/Language Arts/Reading</b><br><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=N/A)  |  |                      |                      |                      |                  |      |      |      |      |  |  |  |
|  | <table border="1"> <tr> <th>Ineffective</th> <th>Effective Emerging</th> <th>Effective Proficient</th> <th>Highly Effective</th> </tr> <tr> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> <td>N/A%</td> </tr> </table>   | Ineffective  | Effective Emerging   | Effective Proficient | Highly Effective     | N/A%             | N/A% | N/A% | N/A% |      |  |  |  |
| Ineffective  | Effective Emerging   | Effective Proficient   | Highly Effective     |                      |                      |                  |      |      |      |      |  |  |  |
| N/A%   | N/A%   | N/A%   | N/A%                 |                      |                      |                  |      |      |      |      |  |  |  |