2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

University of Louisiana at Monroe

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION												
Program Wel	o Site	http://ulm.ed	lu/educ	ation/index.htm	<u> </u>							
Approval/Acc	creditation	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								Accredited		
		(SACSCOC)										
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher								Accredited		
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator										
		Preparation (CAEP)										
Type of Program Alternate (Master of Arts in Teaching)												
CANDIDATE SELECTION PROFILE												
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2015-16)								100%		
		Median GPA of Candidates Entering the Program (2015-16)								3.00		
		Median GPA of Candidates Completing the Program (2015-16)								3.94		
		Number of Candidates who Started but Did not Complete the Program Within 6 Years								Data Not Yet		
		(by 2015-16)								Available		
Teaching Promise Data Not Yet Available.												
Candidates/		Candidates		Enrolled			Complete	rs		Total		
Completer		(2015-16)	73			35				108		
Diversity		Enrolled		Mal					Females	Females		
		Gender	14 59									
		Enrolled	Hispanio	Indian	Asian	E	Black	Islande		Multi-Racial		
		Race	2	0	0		11	0	58	2		
		KNOW	LEDGE	AND SKILLS FOR	TEACHIN	NG OF CC	MPLETE	RS				
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)								100%		
	Pedagogical Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)							100%				
	Overall	Completer Passage Rate on all Assessments (2015-16)								100%		
Clinical Exper	riences	Full Time Internships are Offered as an Option for the Academic Year								Yes		
-		Student								180		
		Teaching	Clock Hours of Clinical Experiences			ences		ber of	Number of	Total Number of		
			During Student Teacl			ning		eeks	Clock Hours per Week	Clock Hours		
								15	35	525		
Licensure Requirements		Number and Percentage of 2015-16 Completers That Meet State Licensing								100%		
Licensure Requirements		Requirements										
Completer Ra	ating	Data Not Yet Available										
				Y AND ALIGNM	ENT TO	STATE NE	EDS OF	COMPLET	TERS			
Entry and Pe										77% (n=27)		
Teaching in P		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17 Percentage & Number of 2015-16 Completers That Obtained a License to Teach								Data Not Yet		
in Louisiana		1 C. Contage & Hamber of 2013 10 completers that obtained a License to Teach								Available		
		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16,										
(Please examine the 2018		Number of		Number &		ber &	Numb		Number &	Number &		
Louisiana Teacher Preparation		2011-12		Percentage		ntage	Percei	_	Percentage	Percentage		
Data Fact Book to accurately interpret the meaning of these		Completers		~		eaching in 2013-14		Teaching in 2014-15	Teaching in 2015-16	Teaching in 2016-17		
scores.)		100%		85%		7%	74		69%	66%		
		(n=103)		(n=88)		79)	(n=		(n=71)	(n=68)		
		(11-103)		(11-30)		,	(11-	. 51	(11-7±)	(11-00)		

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

University of Louisiana at Monroe

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Alternate Teacher Preparation Program

Mean Composs Student Growth Scores	PERFORMANC	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Score (2014-15, 2015-16, & 2016-17 Composs Teacher Effectiveness Levels for Professional Practice Scores for All New Teachers with Less than Two Years of Teaching Professional Practice Scores (2014-15, 2015-16, & 2016-17 Composs Teacher Effectiveness Levels for Frogration Practice Scores (2014-15, 2015-16, & 2016-17) and Number of 2014-15, 2015-16, & 2016-17 Composs Teacher Effectiveness Levels for All New Teachers by LDOE Teacher Professional Practice Scores (2014-15, 2015-16, & 2016-17) and Number of Scores for the New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for the New Teachers by LDOE Teacher Effectiveness Levels Professional Practice Scores for New Teachers in Grade As Whith Less than Two Years of Teaching Professional Practice Scores for New Teachers in Composs Final Evaluation Scores for New Teachers in Compos									
17 and Number of Scores for All Number of Scores for the New Teachers with Less than Two Years of Teaching	•	•	3.3						
New Teachers with Less than Two Varas of Teaching Percentage and Number of 2014- 15, 2015-16, 2016-17 Compass Varas of Teaching Varas		17) and Number of Scores for All							
Teach of the occurred by the second of these scores Teach of the second of the sec	(Please examine the 2018	New Teachers with Less than Two	, ,						
Percentage and Number of 2014- 5, 2015-16, 2016-17 compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels Demonstrated Teaching Skill Solid For All New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for the New Teachers by LDOE Teacher Effectiveness Levels Overall Impact and Demonstrated Teaching Skill Overall Impact and Demonstrated Teaching Percentage and Number of 2014- 17, 2015-16, 8, 2016-17 compass Professional Practice Scores for the New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 17, 2015-16, 8, 2016-17 compass Professional Practice Scores for the New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 17, 2015-16, 8, 2016-17 compass Professional Practice Scores for the New Teachers with Less than Two Years of Teaching Percentage and Number of Scores for New Teachers Proporation Data Fact Book to accurately miterpert the meaning of these scores.) State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching Percentage and Number of Scores for the New Teachers by LDOE Teacher Effectiveness Levels Mathematics Compass Teacher Effectiveness Levels for Professional Practice Scores Scores for the New Teachers of Number of Scores for the New Teachers in Grades 4-8 with Less than Two Years of Teaching Very Score (2014-15, 2015-16, 8, 2016-17 compass Final Evaluation Scores for the New Teachers in Grades 4-8 with Less than Two Years of Teaching Very Score, 8, Effective Proficient Mighly Effective Memory Scores, 8, Effective Proficient Mighly Effective Number of Scores, 8, Effective Proficient Mighly Effective Number of Scores, 8, Effective Proficient Mighly Effective Number of Scores Scores for the Number of Scores, 8, Effective Proficient Mighly Effective Number of	•	Years of Teaching							
15, 2015-16, & 2016-17 Compass		Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Student Growth Scores						
New Teachers by LDDE Teacher Effectiveness Levels Nem Teachers Nem Teache		15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Demonstrated Teaching Fifectiveness Levels Mean Compass Professional Practice Scores (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers by LDDE Teacher Freporation Demonstrated Teaching Professional Practice Scores (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers by LDDE Teacher Freporation Demonstrated Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for the New Teachers by LDDE Teacher Ffetciveness Levels Overall Impact and Demonstrated Teaching Still Overall impact and Demonstrated Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Scores for New Teachers by LDDE Teacher Effectiveness Levels Content Areas Content Areas Content Areas Mathematics Content Areas Mathematics Mathematics Content Areas Mean, Number of Scores, & Effectiveness Levels for Final Evaluation Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Mathematics Mathematics Compass Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers in Intelligence Scores of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Final Evaluation Mean & Number of Scores Scores for New Teachers by LDDE Teacher Effective Emerging Effective Proficient Highly Effective Teachers Scores		1							
Demonstrated Teaching Skill Mean Compass Professional Practice Scores (2014-15, 2015-16, & 2016-17) and Number of 2014- Insignat Teacher Preparation Data Ford Book to accurately interpret the meaning of these scores.) Overall Impact and Demonstrated Teaching Practice Scores for Mew Teachers with Less than Two Years of Teaching Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels Overall Compass Professional Practice Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels Overall Impact and Demonstrated Teaching Skill Mean Compass Final Evaluation Demonstrated Teaching Practice Scores for New Teachers with Less than Two Years of Teaching Verses of Teaching Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass Final Evaluation Mean & Number of Scores Scores for New Teachers by LDOE Teacher Effectiveness Levels Compass Teacher Effectiveness Levels for Final Evaluation Score Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Scores for New Teachers by LDOE Teacher Effective Effective Effecti		New Teachers by LDOE Teacher	*						
Skill Practice Score (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers by LDOE Teacher Effectiveness Levels Processional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Final Evaluation Mean & Number of Scores (1-14) (n=510) (1	(n=≤10)	(n=11)	(n=44)	(n=87)			
Proctice Score (2014-15, 2015-16, \$2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 15, 2015-16, \$2016-17 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Recovery and provided to accordate A content of the second of the se	-		3 3						
Compass Teacher Effectiveness Levels for Professional Practice Scores for the Mean (application of the Society of the New Teachers by LDDE Teaching Date Ford Book to accurately interpret the meaning of these scores.) Frequency of the New Teachers by LDDE Teacher Effectiveness Levels		& 2016-17) and Number of Scores							
The process of the meaning of these scores.] The meaning of the scores.] Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teachers by LDDE Teacher Effectiveness Levels	(Please examine the 2018	for All New Teachers with Less							
Percentage and Number of 2014-	· · · · · · · · · · · · · · · · · · ·								
15, 2015-16, & 2016-17 Compass Professional Practice Scores for the New Teacher Sty LDDE Teacher Effectiveness Levels	The state of the s	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Professional Practice Scores						
Overall Impact and Demonstrated Teaching Skill Mean Compass Final Evaluation Mean & Number of Scores Mean Compass Final Evaluation Mean & Number of Scores Mean Compass Final Evaluation Mean & Number of Scores (n=148) Compass Final Evaluation Scores (n=148) Compass Final Evaluation Mean & Number of Scores (n=148) Compass Final Evaluation Scores (n=148) (n=148) Compass Final Evaluation Mean & Number of Scores (n=148) (n=148) Compass Final Evaluation Scores (n=1		15, 2015-16, & 2016-17 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Teacher Effectiveness Levels Overall Impact and Demonstrated Teaching Skill New Teachers or (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching by Content Areas (Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Teachers or More New Teachers or More New Teachers or More New Teachers with Less than Two Years of Teaching by Content Areas (Teacher or More New Teachers) Pleese examine the 2018 Louisiana Teacher Preparation Data Ford Book to accurately interpret the meaning of these scores.) Mathematics		Professional Practice Scores for	0%	4%	59%	37%			
Mean Compass Final Evaluation Score Compass Final Evaluation Mean & Number of Scores		the New Teachers by LDOE	(n=≤10)	(n=≤10)	(n=87)	(n=55)			
Score 2014-15, 2015-16, & 2016-17 And Number of Scores for New Teachers with Less than Two Years of Teaching Date Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers by LDOE Teacher Effectiveness Levels		Teacher Effectiveness Levels							
17 and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, 8, 2016-17 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effective Emerging Effective Proficient Highly Effective Ineffective Effective Emerging Effective Proficient Highly Effective Ineffective Ineffec	Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
New Teachers with Less than Two Years of Teaching Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass	Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-	3.4						
Please examine the 2018 Louisian Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Percentage and Number of 2014-15, 2015-16, & 2016-17 Compass Teacher Effective Emerging Effective Proficient Highly Effective Proficient New Teachers by LDOE Teacher Effectiveness Levels	Skill	17) and Number of Scores for	(n=148)						
Percentage and Number of 2014- 15, 2015-16, & 2016-17 Compass 16fective		New Teachers with Less than Two	, ,						
Data Fact Book to accurately interpret the meaning of these scores.] Telectritage and Number of 2014-		Years of Teaching							
15, 2015-16, & 2016-17 Composs Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 1% 9% 45%	· · · · · · · · · · · · · · · · · · ·	Percentage and Number of 2014-							
Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels 1% (n=≤10) (n=13) (n=67) (n=67)	The state of the s	15, 2015-16, & 2016-17 <i>Compass</i>							
State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) Mathematics		Final Evaluation Scores for the							
State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) (Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science Content Areas Content Area		New Teachers by LDOE Teacher	(n=≤10)	(n=13)	(n=67)	(n=67)			
for New Teachers in Grades 4-8 with Less than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 Mathematics Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science Science Social Studies (Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Plass (n=21) Ineffective Effective Emerging Effective Proficient Highly Effective N/A		Effectiveness Levels							
Content Areas (Ten or More New Teachers)	State Value Added Scores	Content Areas							
Mathematics	for New Teachers in		2013-14, 2014-15, & 2015-16 -1.1						
Two Years of Teaching by Content Areas (Ten or More New Teachers) Ineffective Effective Emerging Effective Proficient Highly Effective 8% 50% 33% 8% (n=\frac{10}{2}) (n=\frac{10}{2}		Mathematics							
Ineffective Effective Emerging Effective Proficient Highly Effective 8% 50% 33% 8% (n= \leq 10) (n= \leq 10)	· ·								
(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.) Science Science Science Cience Cienc			Ineffective		I	Highly Effective			
	More New Teachers)		8%	50%	33%	8%			
Science Science C.8 (n=17)	(0)		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
Data Fact Book to accurately interpret the meaning of these scores.)	•	Science		2.8					
scores.)			(n=17)						
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			Ineffective	Effective Emerging	Effective Proficient				
Social Studies (Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective N/A	scores.)					-			
(Note: Data are not available – new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient N/A			(n=≤10)	· ' '	· '	(n=≤10)			
Ineffective Effective Emerging Effective Proficient Highly Effective			N/A						
new assessments being developed.) English/Language Arts/Reading Ineffective Effective Emerging Effective Proficient Highly Effective 14% 55% 32% 0%		1 '	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
developed.) English/Language Arts/Reading -1.8 (n=22) Ineffective Effective Emerging Effective Proficient Highly Effective 14% 55% 32% 0%									
Ineffective Effective Emerging Effective Proficient Highly Effective 14% 55% 32% 0%			, -	·	-	, -			
IneffectiveEffective EmergingEffective ProficientHighly Effective14%55%32%0%		English/Language Arts/Reading							
			Ineffective		,	Highly Effective			
			14%	55%	32%	0%			
			(n=≤10)	(n=12)	(n=≤10)	(n=≤10)			