## **2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**

## **University of New Orleans**

Prepared by Louisiana Board of Regents & University of Louisiana System
Public University Alternate Teacher Preparation Program

			[	BASIC PROGRAM	INFO	RMATION				
Program We	b Site	http://www.u	no.edu,	coehd/index.asp/						_
Approval/Accreditation						Agencies				Status
				entary and Secon	dary [	Education (	BESE)			Approved
		State: Board								Approved
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)							Accredited	
		National: Nat	ional Co	ouncil for Accredit	tation	of Teacher	Education	on (NCAT	E); Teacher	Accredited
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)								
Type of Prog	ram	Alternate (Master of Arts in Teaching & Certification-Only)							l	
			(	CANDIDATE SELE	CTION	N PROFILE				
Academic Strength		Completer Pas	sage Ra	ate on Praxis Skills	s Asse	essment (20	14-15)			100%
		Median GPA o	f Candi	dates Entering th	e Pro	gram (2014	-15)			3.11
		Median GPA o	f Candi	dates Completing	the F	Program (20	)14-15)			3.84
		Number of Ca	ndidate	s who Started bu	t Did	not Comple	te the Pi	rogram W	ithin 6 Years	Data Not Yet
		(by 2014-15)							Available	
Teaching Promise		Data not yet available.								
Candidates/		Candidates	Enrolled			Completers			Total	
Completer		(2014-15)	152		61			213		
Diversity		Enrolled	Males				Females			
		Gender	39				113			
		Enrolled	Hispani	c Indian		ian	Black	Island		Multi-Racial
		Race	5	1	ļ	5	17	0	119	5
		KNOW	/LEDGE	AND SKILLS FOR	TEAC	HING OF C	OMPLET	ERS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2014-15)							100%	
Pedagogical		Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)							100%	
	Overall	Completer Passage Rate on all Assessments (2014-15)							100%	
Clinical Expe	riences	Full Time Internships are Offered as an option for the Academic Year							Yes	
		Student						180		
		Teaching	Clock Hours of Clinical Experiences During Student Teaching					Number of Clock Hours per	Total Number of Clock Hours	
			9 3 3 3 3 3 3 3 3				1 [	Week	525	
Hannauma Barretti		Number and Parameters of 2014 15 Correlators That Mark State Linearing								
Licensure Requirements		Number and Percentage of 2014-15 Completers That Meet State Licensing 100% Requirements								100%
Completer R	ating	Data Not Yet A	Availabl	е						
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS										
Entry and Persistence in		Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16							61% (n=37)	
Teaching in Public		Percentage & Number of 2014-15 Completers That Obtained a License to Teach							Data Not Yet	
Schools in Louisiana		Available							Available	
(Please examine the 2017		2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, & 2015-16								
		Number of		Number &		umber &		ber &	Number &	Number &
Louisiana Teacher Preparation		2010-11 Completers		Percentage Teaching in		ercentage eaching in	Perce Teach	ntage	Percentage Teaching in	Percentage Teaching in
Data Fact Book to accurately interpret the meaning of these		Completers	•	2011-12		2012-13		3-14	2014-15	2015-16
scores.)		100%		61%		48%		5%	45%	41%
		(n=56)				(n=27)		25)	(n=25)	(n=23)
Placement/F	Persistence in	Data Not Yet available								
High-Need										
Subjects/Sch	ools									

## 2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

**University of New Orleans** 

Prepared by Louisiana Board of Regents & University of Louisiana System Master of Arts in Teaching Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Impact on	npact on Mean Compass Student Outcome		Compass Student Outcome Mean & Number of Scores					
K-12 Students  (Please examine the 2017 Louisiana Teacher Preparation	Score (2013-14, 2014-15, & 2015- 16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.1 (n=214)						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Outcome Scores						
scores.)	14, 2014-15, & 2015-16 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	New Teachers by LDOE Teacher Effectiveness Levels	3% (n=≤10)	13% (n=27)	37% (n=80)	47% (n=101)			
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill  (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately	Practice Score (2013-14, 2014-15, & 2015-16) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.1 (n=214)						
interpret the meaning of these	Percentage and Number of 2013-	-	1	vels for Professional Pr				
scores.)	14, 2014-15, & 2015-16 Compass  Professional Practice Scores for the  New Teachers by LDOE Teacher  Effectiveness Levels	1% (n=≤10)	10% (n=21)	63% (n=134)	27% (n=58)			
Overall Impact and	Mean Compass Final Evaluation	Co	mpass Final Evaluation	Mean & Number of Sc	ores			
Demonstrated Teaching Skill  (Please examine the 2017 Louisiana Teacher Preparation	Score (2013-14, 2014-15, & 2015- 16) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.1 (n=214)						
Data Fact Book to accurately	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
interpret the meaning of these scores.)	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Ineffective 2% (n=≤10)	13% (n=28)	56% (n=119)	29% (n=63)			
State Value Added Scores for New Teachers in	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16						
Grades 4-8 with Less than Two Years of Teaching by	Mathematics (Taught During 2014-15 & 2015-16)	-0.4 (n=11)						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		9%	27%	55%	9%			
(Please examine the 2017		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
Louisiana Teacher Preparation Data Fact Book to accurately	Science (Taught During 2013-14, 2014-15 &	1.4 (n=12)						
interpret the meaning of these	2015-16)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		8% (n=≤10)	17% (n=≤10)	42% (n=≤10)	33% (n=≤10)			
	Social Studies (Note: Data not available – new assessments being developed.)	N/A						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	English/Language Arts/Reading	N/A N/A N/A N/A N/A 2.8						
	(Taught During 2014-15 & 2015-16)	(n=18)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		0% (n=≤10)	28% (n=≤10)	44% (n=≤10)	28% (n=≤10)			
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## 2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

**University of New Orleans** 

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Alternate Teacher Preparation Program

DEDECORMANIA	CE AC CLACCROOM TEACHERS (NEW T	ACHERC MUTH	FCC THAN TWO V	EADS OF TEACHING	31		
	EACHERS WITH LESS THAN TWO YEARS OF TEACHING)  Compass Student Outcome Mean & Number of Scores						
Impact on	Mean Compass Student Outcome	·			lores		
K-12 Students	Score (2013-14, 2014-15, & 2015-	2.8					
(Diamas augustus the 2017	16) and Number of Scores for All	(n=46)					
(Please examine the 2017 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Outcome Scores for the	11%	17%	41%	30%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=19)	(n=14)		
	Effectiveness Levels	(11-210)	(11-210)	(11-13)	(11-14)		
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2013-14, 2014-15,	3.1					
	& 2015-16) and Number of Scores	n (n=46)					
(Please examine the 2017	for All New Teachers with Less than						
Louisiana Teacher Preparation  Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	•		vels for Professional Pr			
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	<i>Professional Practice Scores</i> for the	2%	17%	46%	35%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=21)	(n=16)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	2.9 (n=46)					
Skill	16) and Number of Scores for New						
	Teachers with Less than Two Years						
(Please examine the 2017	of Teaching						
Louisiana Teacher Preparation  Data Fact Book to accurately	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	13%	11%	50%	26%		
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=23)	(n=12)		
	Effectiveness Levels						
State Value Added Scores	Content Areas	-		ess Levels for Value-Ado			
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16  N/A  (n=N/A)					
Grades 4-8 with Less than	Mathematics						
Two Years of Teaching by	(Taught During 2014-15 & 2015-16)						
Content Areas (Ten or	(raught burning 2014 15 & 2015 10)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
(Please examine the 2017	Science	N/A					
Louisiana Teacher Preparation Data Fact Book to accurately	(Taught During 2013-14, 2014-15 &	(n=N/A)					
Duta ruct book to accurately				Effective Proficient	Highly Effective		
interpret the meaning of these	2015-16)	Ineffective	Effective Emerging	Effective Proficient			
•	2015-16)		Effective Emerging N/A%				
interpret the meaning of these	2015-16)	N/A%	N/A%	N/A%	N/A%		
interpret the meaning of these	2015-16)						
interpret the meaning of these	Social Studies	N/A%	N/A% (n=N/A)	N/A%	N/A%		
interpret the meaning of these	Social Studies (Note: Data not available – new	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)		
interpret the meaning of these	Social Studies	N/A% (n=N/A)	N/A% (n=N/A)  N  Effective Emerging	N/A% (n=N/A)  //A  Effective Proficient	N/A% (n=N/A)		
interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)	N/A% (n=N/A)	N/A% (n=N/A)   Effective Emerging  N/A	N/A% (n=N/A)  I/A  Effective Proficient N/A	N/A% (n=N/A)		
interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)  English/Language Arts/Reading	N/A% (n=N/A)	N/A% (n=N/A)  R  Effective Emerging N/A	N/A% (n=N/A)  //A  Effective Proficient N/A //A	N/A% (n=N/A)		
interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)	N/A% (n=N/A) Ineffective N/A	N/A% (n=N/A)  Effective Emerging N/A  N (n=	N/A% (n=N/A)  /A  Effective Proficient N/A  I/A N/A)	N/A% (n=N/A)  Highly Effective N/A		
interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)  English/Language Arts/Reading	N/A% (n=N/A)  Ineffective N/A	N/A% (n=N/A)  Effective Emerging N/A  N (n= Effective Emerging	N/A% (n=N/A)  /A  Effective Proficient N/A //A N/A)  Effective Proficient	N/A% (n=N/A)  Highly Effective N/A  Highly Effective		
interpret the meaning of these	Social Studies (Note: Data not available – new assessments being developed.)  English/Language Arts/Reading	N/A% (n=N/A) Ineffective N/A	N/A% (n=N/A)  Effective Emerging N/A  N (n=	N/A% (n=N/A)  /A  Effective Proficient N/A  I/A N/A)	N/A% (n=N/A)  Highly Effective N/A		