2016 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

			ВА	SIC PROGRAM	INFO	RMATION				
Program Wel	b Site	http://www.u	no.edu/d	coehd/index.as	рх					
Approval/Accreditation		Names of Agencies							Status	
		State: Board	of Eleme	ntary and Seco	ndary	Education	ı (BESE)			Approved
		State: Board		<u> </u>						Approved
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)						Accredited		
		National: Nat	ional Cou	uncil for Accred	litatio	n of Teach	er Educa	tion (NCA	TE); Teacher	Accredited
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)								
Type of Prog	ram			rts in Teaching	& Ce	rtification-	Only)			
			CA	NDIDATE SELE	CTIO	N PROFILE				
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2013-14)							100%	
		Median GPA of Candidates Entering the Program (2013-14)							3.20	
		Median GPA of Candidates Completing the Program (2013-14)							3.90	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet	
								Available		
Teaching Pro	mise	Data not yet a	vailable.							
Candidates/		Candidates	Enrolled		Completers			Total		
Completer		(2013-14)	159		78			237		
Diversity		Enrolled		Male				Females		
		Gender	43					116		
		Enrolled	Hispanic	Indian		ian	Black	Island		Multi-Racial
		Race	4	1		7	15	0	126	4
		KNOWI	LEDGE A	ND SKILLS FOR	TEAC	HING OF C	COMPLET	ERS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)							100%	
	Pedagogical	Completer Pas	Passage Rate on Praxis Professional Knowledge Assessments (2013-14)						100%	
Overall		Completer Passage Rate on all Assessments (2013-14)							100%	
Clinical Expe	Clinical Experiences		Full Time Internships are Offered as an Option for the Academic Year							Yes
		Student	Clock Hours of Clinical Experiences Prior to Student Teaching					180		
		Teaching		Clock Hours of Clinical Experiences					Number of	Total Number of
			During Student Teaching Weeks Clock Hours per Weeks Weeks			Clock Hours per Week	Clock Hours			
								15	35	525
Licensure Requirements		Number and Percentage of 2013-14 Completers That Meet State Licensing Requirements							100%	
Completer Ra	ating	Data Not Yet A								<u> </u>
•		OGRAM PRODU	JCTIVITY	AND ALIGNM	ENT T	O STATE N	NEEDS O	COMPLE	TERS	
Entry and Pe				of 2013-14 Co						63% (n=49)
-	Public Schools	Percentage & Number of 2013-14 Completers That Obtained a License to Teach							Data Not Yet	
in Louisiana		G							Available	
		2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14								
(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Number of 2009-10 Completers		Number & Percentage Teaching in 2010-11	Pe	umber & ercentage eaching in 2011-12	Perc Teac	nber & entage hing in 12-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15
		100% (n=37	7)	78% (n=29)	70	% (n=26)	60%	(n=22)	60% (n=22)	54% (n=20)
Placement/P High-Need Subjects/Sch		Data Not Yet a	ivailable							

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) University of New Orleans

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Master of Arts in Teaching Alternate Teacher Preparation Program

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	AS CLASSROOM TEACHERS (NEW TE						
mpact on Mean Compass Student Growth		Compass Student Growth Mean & Number of Scores					
K-12 Students	Score (2012-13, 2013-14, & 2014-						
(2)	15) and Number of Scores for All	3.1 (n=162)					
(Please examine the 2016 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 2012-	Compass Teacher Effectiveness Levels for Student Growth Scores					
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Growth Scores for the	3%	13%	39%	46%		
	New Teachers by LDOE Teacher	3%	15%	39%	40%		
	Effectiveness Levels						
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2012-13, 2013-14,	3.1 (n=162)					
	& 2014-15) and Number of Scores						
(Please examine the 2016	for All New Teachers with Less						
Louisiana Teacher Preparation Data Fact Book to accurately	than Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for	1%	9%	69%	21%		
	the New Teachers by LDOE						
	Teacher Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2012-13, 2013-14, & 2014-						
Skill	15) and Number of Scores for	3.1 (n=162)					
	New Teachers with Less than Two	, , ,					
(Please examine the 2016	Years of Teaching						
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
interpret the meaning of these	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the	3%	9%	61%	27%		
	New Teachers by LDOE Teacher						
	Effectiveness Levels						
State Value Added Scores	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)					
for Growth in Student							
Learning for New Teachers	Mathematics						
in Grades 4-8 with Less	(Note: A Mean score could not be		N/A	(n=26)			
than Two Years of	determined this year to calculate 3- to 5-	N/A (n=26)					
Teaching by Content Areas	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
(Twenty-five or More New	scores for new assessments. Percentages of individual scores within effectiveness	0%	35%	46%	19%		
Teachers)	levels could be determined.)						
	Science						
(Please examine the 2016		N/A (n=N/A)					
Louisiana Teacher Preparation Data Fact Book to accurately							
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		N/A%	N/A%	N/A%	N/A%		
	Social Studies						
		N/A (n=N/A)					
			1				
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
	English/Language Arts/Reading						
	(Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A (n=N/A)					
	year averages due to differences in cut-off				T		
	scores for new assessments. Percentages	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	of individual scores within effectiveness	N/A%	N/A%	N/A%	N/A%		
	levels could be determined.)		<u> </u>				

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Certification-Only Alternate Teacher Preparation Program

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	CE AS CLASSROOM TEACHERS (NEW TE				•			
Impact on			Compass Student Growth Mean & Number of Scores					
K-12 Students	Score (2012-13, 2013-14, & 2014-	2.9 (n=82)						
(0)	15) and Number of Scores for All							
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two							
Data Fact Book to accurately	Years of Teaching	Compass Teacher Effectiveness Levels for Student Growth Scores						
interpret the meaning of these	Percentage and Number of 2012-	•			•			
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Growth Scores for the New	7%	18%	38%	37%			
	Teachers by LDOE Teacher	,,,,	2070	3373	07,75			
	Effectiveness Levels							
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill	Practice Score (2012-13, 2013-14,							
(0)	& 2014-15) and Number of Scores	3.0 (n=82)						
(Please examine the 2016 Louisiana Teacher Preparation	for All New Teachers with Less than							
Data Fact Book to accurately	Two Years of Teaching	Compass Teacher Effectiveness Levels for Professional Practice Scores						
interpret the meaning of these	Percentage and Number of 2012-	Compass T Ineffective		Effective Proficient				
scores.)	13, 2013-14, & 2014-15 Compass	1%	Effective Emerging 17%	56%	Highly Effective 26%			
	Professional Practice Scores for the	1/0	1//0	30/0	20/0			
	New Teachers by LDOE Teacher							
	Effectiveness Levels	_						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2012-13, 2013-14, & 2014-							
Skill	15) and Number of Scores for New	3.0 (n=82)						
(Places averages the 2016	Teachers with Less than Two Years							
(Please examine the 2016 Louisiana Teacher Preparation	of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Data Fact Book to accurately	Percentage and Number of 2012-	Ineffective Effective Emerging Effective Proficient Highly Effective						
interpret the meaning of these	13, 2013-14, & 2014-15 Compass	9%	11%	56%	24%			
scores.)	Final Evaluation Scores for the New	370	11/0	3070	2470			
	Teachers by LDOE Teacher Effectiveness Levels							
0		Maan Numb	or of Coores & Effective	anaca Lavala for Value	Adad Coores of			
State Value Added Scores	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)						
for Growth in Student								
Learning for New Teachers in Grades 4-8	Mathematics (Note: A Mean score could not be							
with Less than Two Years		N/A (n=N/A)						
of Teaching by Content	determined this year to calculate 3- to 5- year averages due to differences in cut-off	1	F(f) - 15 - 1 - 5 - 1 - 15 - 15 - 15 - 15 -	Effective Burgarian	und en			
Areas (Twenty-five or	scores for new assessments. Percentages of	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)	individual scores within effectiveness levels	N/A%	N/A%	N/A%	N/A%			
Wore New Teachers;	could be determined.)							
(Please examine the 2016	Science	N/A (n=N/A)						
Louisiana Teacher Preparation								
Data Fact Book to accurately		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
interpret the meaning of these scores.)		N/A%	N/A%	N/A%	N/A%			
555.551,	Social Studies	14/ / / / /	11/7/0	11/7/0	11/7//			
	Joelal Stadies	N/A (n=N/A)						
		IV/A (II-IV/A)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		N/A%	N/A%	N/A%	N/A%			
	English/Language Arts/Reading	,						
	(Note: A Mean score could not be	N/A (n=N/A)						
	1 1							
	determined this year to calculate 3- to 5-		, ,					
	determined this year to calculate 3- to 5- year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	determined this year to calculate 3- to 5-	Ineffective N/A%		Effective Proficient N/A%	Highly Effective			