2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
University of Louisiana at Lafayette
Prepared by Louisiana Board of Regents & University of Louisiana System
Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Website	http://coe.louisiana.edu/	

Approval/Accreditation	**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 (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

Type of Program	Traditional (Undergraduate)

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2017-18)	100%
	Median GPA of Candidates Entering the Program (2017-18)	3.2
	Median GPA of Candidates Completing the Program (2017-18)	3.4

Candidates/ Completer Diversity	**Candidates (2017-18)**	**Enrolled**		**Completers**		**Total**	
		321		121		442	
	Enrolled Gender	**Males**			**Females**		
		35			286		
	Enrolled Race	**Hispanic**	**Indian**	**Asian**	**Black**	**Islander**	**White**	**Multi-Racial**
		12	2	3	20	0	275	4

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	**Content**	Completer Passage Rate on Praxis Content Assessments (2017-18)	100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)	100%
	Overall	Completer Passage Rate on all Assessments (2017-18)	100%

Clinical Experiences	New Option: Institution is Transitioning to One Year Residencies		Yes
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching	180
		Clock Hours of Clinical Experiences During Student Teaching	490

Licensure Requirements	Percentage of 2017-18 Completers That Meet State Licensing Requirements	100%

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

Entry and Persistence in Teaching in Public Schools in Louisiana *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19					80% (n=97)
	2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18, & 2018-19					
	Number of 2013-14 Completers	**Number & Percentage Teaching in 2014-15**	**Number & Percentage Teaching in 2015-16**	**Number & Percentage Teaching in 2016-17**	**Number & Percentage Teaching in 2017-18**	**Number & Percentage Teaching in 2018-19**
	100% (n=220)	81% (n=177)	76% (n=166)	76% (n=167)	71% (n=157)	69% (n=151)

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)
University of Louisiana at Lafayette
Prepared by Louisiana Board of Regents & University of Louisiana System
Undergraduate Teacher Preparation Program

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Student Outcome Score* (2016-17, 2017-18, & 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Student Outcome Mean & Number of Scores**			
		3.0 (n=577)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *Compass Student Outcome Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Student Outcome Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		5% (n=28)	18% (n=104)	32% (n=183)	45% (n=262)
Demonstrated Teaching Skill *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2016-17, 2017-18 & 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Professional Practice Mean & Number of Scores**			
		3.2 (n=577)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *Compass Professional Practice Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Professional Practice Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0% (n=≤10)	7% (n=42)	57% (n=329)	36% (n=205)
Overall Impact and Demonstrated Teaching Skill *(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2016-17, 2017-18, & 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching	**Compass Final Evaluation Mean & Number of Scores**			
		3.2 (n=577)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 *Compass Final Evaluation Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Final Evaluation Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0% (n=≤10)	15% (n=85)	52% (n=302)	33% (n=190)

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 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	**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 2016-17, 2017-18, and 2018-19**			
	Mathematics	1.8 (n=57)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		7% (n=≤10)	33% (n=19)	35% (n=20)	25% (n=14)
	Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	N/A (n=N/A)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	Social Studies	-0.2 (n=41)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		12% (n=≤10)	39% (n=16)	34% (n=14)	15% (n=≤10)
	English/Language Arts/Reading	-0.4 (n=53)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		17% (n=≤10)	42% (n=22)	25% (n=13)	17% (n=≤10)