

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

BASIC PROGRAM INFORMATION

| | | | | | | | |
|--|---|--|--|--|--|------------|---------------|
| Program Website | http://ulm.edu/education/index.html | | | | | | |
| 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) | | | | | | 3.3 |
| | Median GPA of Candidates Completing the Program (2017-18) | | | | | | 3.3 |
| Candidates/ Completer Diversity | Candidates (2017-18) | Enrolled | | | Completers | | Total |
| | | 99 | | | 54 | | 153 |
| | Enrolled Gender | Males | | | | Females | |
| | | 14 | | | | 85 | |
| | Enrolled Race | Hispanic | Indian | Asian | Black | Islander | White |
| | 1 | 2 | 0 | 7 | 0 | 87 | 2 |

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: | Clock Hours of Clinical Experiences Prior to Student Teaching | 190 |
| | Student Teaching | Clock Hours of Clinical Experiences During Student Teaching | 630 |
| 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 <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19 | | | | | 67% (n=36) |
| | 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=46) | 72% (n=33) | 72% (n=33) | 74% (n=34) | 76% (n=35) | 63% (n=29) |

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)

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

| | | | | | |
|---|---|---|-----------------------------|-----------------------------|-------------------------|
| Impact on K-12 Students <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Student Outcome Score</i> (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=241) | | | |
| | Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels | Compass Teacher Effectiveness Levels for Student Outcome Scores | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | 6% (n=13) | 16% (n=39) | 37% (n=88) | 42% (n=101) |
| Demonstrated Teaching Skill <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Professional Practice Score</i> (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=241) | | | |
| | Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Professional Practice Scores</i> 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) | 8% (n=20) | 56% (n=135) | 35% (n=85) |
| Overall Impact and Demonstrated Teaching Skill <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | Mean <i>Compass Final Evaluation Score</i> (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=241) | | | |
| | Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Final Evaluation Scores</i> 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) | 16% (n=38) | 52% (n=124) | 33% (n=79) |
| 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) <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | 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 | -4.2 (n=23) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | 30% (n≤10) | 52% (n=12) | 13% (n≤10) | 4% (n≤10) |
| | 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 | -0.7 (n=22) | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective |
| | | 14% (n≤10) | 41% (n≤10) | 41% (n≤10) | 5% (n≤10) |
| English/Language Arts/Reading | 0.7 (n=37) | | | | |
| | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | |
| | 8% (n≤10) | 32% (n=12) | 46% (n=17) | 14% (n≤10) | |