



Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of LA at Lafayette
Institution/Program Type: Alternative, IHE-based
Academic Year: 2015-16
State: Louisiana

Address: UL Box 43722
 Maxim Doucet Hall 114
 Lafayette, LA, 70504

Contact Name: Dr. Nathan Roberts
Phone: 337 4826678
Email: nroberts@louisiana.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Certification Only Program - Early Childhood PreK - 3 | No |
| Certification-Only Program - Middle School Education (Grades 4-8) in English | No |
| Certification-Only Program - Middle School Education (Grades 4-8) in Mathematics | No |
| Certification-Only Program - Middle School Education (Grades 4-8) in Science | No |
| Certification-Only Program - Middle School Education (Grades 4-8) in Social Studies | No |
| Certification-Only Program - Art Education, Grades K-12 | No |
| Certification-Only Program - Chemistry (Grades 6-12) | No |
| Certification-Only Program - Early Interventionist - Birth to 5 | No |
| Certification-Only Program - Elementary Education, Grades 1-5 | No |
| Certification-Only Program - Instrumental Music Education, Grades K-12 | No |
| Certification-Only Program - Vocal Music Education - Grades K-12 | No |

| | |
|--|----|
| Certification-Only Program – Agriculture Education (Grades 6-12) | No |
| Certification-Only Program – Biology Education (Grades 6-12) | No |
| Certification-Only Program – Business (Grades 6-12) | No |
| Certification-Only Program – Earth Science (Grades 6-12) | No |
| Certification-Only Program – English (Grades 6-12) | No |
| Certification-Only Program – Family and Consumer Science Education (Grades 6-12) | No |
| Certification-Only Program – Foreign Language (Grades K-12) in French | No |
| Certification-Only Program – Foreign Language (Grades K-12) in German | No |
| Certification-Only Program – Foreign Language (Grades K-12) in Spanish | No |
| Certification-Only Program – General Science Education (Grades 6-12) | No |
| Certification-Only Program – Health and Physical Education (Grades K-12) | No |
| Certification-Only Program – Mathematics Education (Grades 6-12) | No |
| Certification-Only Program – Physics Education (Grades 6-12) | No |
| Certification-Only Program – Social Studies Education (Grades 6-12) | No |
| Certification-Only Program – Speech Education (Grades 6-12) | No |
| Certification-Only Program – Technology Education (Grades 6-12) | No |
| MAT – Elementary Education & Special Education Mild/Moderate (Grades 1-5) | No |
| MAT Secondary Education & Special Educ. Mild/Moderate (Grades 6-12): Minor/Concentration in Physics | No |
| MAT Secondary Education & Special Educ. Mild/Moderate (Grades 6-12): Minor/Con. in General Science | No |
| MAT Secondary Education & Special Educ. Mild/Moderate (Grades 6-12): Minor/Con. in Social Studies | No |
| MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12) Minor/Con. in Biology | No |
| MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Con. in English | No |
| MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concen. in Chemistry | No |
| MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Math | No |
| Total number of teacher preparation programs: 35 | |

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate Completion of undergraduate degree, 2.5 GPA or higher, Passing scores on Praxis I and content area

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

education.louisiana.edu

Please provide any additional comments about or exceptions to the admissions information provided above:

Committee on Retention meets regularly to review the student records of students with less than a 2.5 cumulative GPA. Students must have a degree; 2.5 cumulative GPA; and passing scores on Praxis I exams (or ACT waiver of 22 composite or higher); passing scores on the Praxis II content exam and submit a resume and philosophy of teaching prior to acceptance into the Program.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for Entry | Required for Exit |
|-------------------|--------------------|-------------------|
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not reported |
| Background check | Data not reported | Data not reported |

| | | |
|---|-------------------|-------------------|
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

| Element | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript | Yes | Yes |
| Fingerprint check | No | No |
| Background check | No | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | No | Yes |
| Minimum GPA in professional education coursework | No | Yes |
| Minimum ACT score | Yes | Yes |
| Minimum SAT score | Yes | Yes |
| Minimum basic skills test score | Yes | Yes |
| Subject area/academic content test or other subject matter verification | Yes | Yes |
| Recommendation(s) | No | Yes |
| Essay or personal statement | Yes | No |
| Interview | No | No |
| Other Bachelor's degree or higher + Philosophy + Resume | Yes | Yes |

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.065

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.18

Please provide any additional comments about the information provided above:

Entry into the certification-only program changed from an adjusted GPA of 2.5 or higher to a cumulative GPA of 2.5 or higher in 2012. As a result, enrollment numbers have declined.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

| | |
|---|----|
| Total number of students enrolled in 2015-16: | 73 |
| Unduplicated number of males enrolled in 2015-16: | 17 |
| Unduplicated number of females enrolled in 2015-16: | 56 |

| 2015-16 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 1 |
| Asian: | 0 |
| Black or African American: | 8 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 60 |
| Two or more races: | 4 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 180 |
| Average number of clock hours required for student teaching | 490 |
| Average number of clock hours required for mentoring/induction support | 20 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 16 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 66 |
| Number of students in supervised clinical experience during this academic year | 54 |

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; if no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 7 |
| Teacher Education - Early Childhood Education | 4 |
| Teacher Education - Elementary Education | 17 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 3 |
| Teacher Education - Secondary Education | 13 |
| Teacher Education - Multiple Levels | 4 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | 2 |
| Teacher Education - Business | 1 |
| Teacher Education - English/Language Arts | 7 |
| Teacher Education - Foreign Language | |

| | |
|--|---|
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 2 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | 1 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 1 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 5 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 1 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 1 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other Specify: | |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |

| | |
|--|----|
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | 11 |
| Psychology | 3 |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | 1 |
| Political Science and Government | 1 |
| Sociology | 2 |
| Visual and Performing Arts | 2 |
| History | 2 |
| Foreign Languages | 1 |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 4 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | 2 |
| Engineering | |
| Biology | 1 |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | 4 |
| Computer and Information Sciences | |
| Other | 3 |
| Specifv: Kinesiology | |

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 37

2014-15: 57

2013-14: 53

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Low enrollment and rising tuition costs.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

4

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Certification offered for both Special Education plus either additional certification in Elementary or Secondary subject area. Students completes certification with a Master's degree.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Great need for teachers certified in both Special Education - Mild/Moderate and either Elementary or Secondary Focus area.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The topics listed above are covered in each course offered by the College of Education. A new faculty member with expertise in diversity has been added to our staff

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS0133-ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS0100-BUSINESS ED Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students | 7 | | | |
| ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students | 7 | | | |

| | | | | |
|--|----|-----|----|-----|
| ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |
| ETS5018-ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 23 | 165 | 23 | 100 |
| ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 16 | 163 | 16 | 100 |
| ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 22 | 162 | 22 | 100 |
| ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 25 | 162 | 25 | 100 |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15 | 7 | | | |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ETS0043-ENG LANG LIT COMP PEDAGOGY (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0043-ENG LANG LIT COMP PEDAGOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0043-ENG LANG LIT COMP PEDAGOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16 | 4 | | | |
| ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS0435-GENERAL SCI CONTENT KNOWLEDGE | 1 | | | |

| | | | | |
|--|---|--|--|--|
| Educational Testing Service (ETS) Other enrolled students | | | | |
| ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5857-HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) | 1 | | | |

| | | | | |
|--|----|-----|----|-----|
| All program completers, 2013-14 | | | | |
| ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 6 | | | |
| ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 11 | 180 | 11 | 100 |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 10 | 178 | 10 | 100 |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 14 | 178 | 14 | 100 |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 15 | 178 | 15 | 100 |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 12 | 179 | 12 | 100 |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 11 | 179 | 11 | 100 |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 14 | 179 | 14 | 100 |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 15 | 178 | 15 | 100 |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 9 | | | |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 14 | 176 | 14 | 100 |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 17 | 176 | 17 | 100 |
| ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students | 6 | | | |
| ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16 | 5 | | | |
| ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15 | 7 | | | |
| ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS0523-PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |

| | | | | |
|--|----|-----|----|-----|
| ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students | 6 | | | |
| ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 14 | 176 | 14 | 100 |
| ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15 | 16 | 177 | 16 | 100 |
| ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14 | 17 | 177 | 17 | 100 |
| ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16 | 4 | | | |
| ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15 | 5 | | | |
| ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| ETS0521-PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0521-PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16 | 11 | 175 | 11 | 100 |
| ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15 | 20 | 176 | 20 | 100 |
| ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14 | 23 | 173 | 23 | 100 |
| ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5543-SE CK AND MILD TO MODERATE APPL | 7 | | | |

| | | | | |
|--|---|--|--|--|
| Educational Testing Service (ETS) All program completers, 2015-16 | | | | |
| ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15 | 9 | | | |
| ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14 | 8 | | | |
| ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16 | 4 | | | |
| ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS0083-SOCIAL STUDIES INTERPRET MATERIAL (DISC) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0083-SOCIAL STUDIES INTERPRET MATERIAL (DISC) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| ETS0083-SOCIAL STUDIES INTERPRET MATERIAL (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5841-WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5841-WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5841-WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |

Section III Summary Test Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 37 | 37 | 100 |
| All program completers, 2014-15 | 57 | 57 | 100 |
| All program completers, 2013-14 | 53 | 53 | 100 |

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All students are required to complete IRED 315, Integration of Technology in the Classroom. In addition to teaching software applications in word processing, database, spreadsheets and presentation software, all students are required to complete a unit plan that integrates their certification area with technology into a classroom setting.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

II. Response for General Education Alternative Certification Teachers

Teach students with disabilities effectively

The conceptual and legal basis of inclusive instruction is introduced in SPED 391 which is taken by all teacher candidates. Throughout the course instruction on the impact and influence of different impairments on a student's demonstrations of learning is discussed. Specifically, general educators are guided on how to understand these learning behaviors in order to decode the intersection of the characteristics and the tasks demand. They receive specific instruction on the Universal design for learning and the fundamentals of the CAST model of UDL. All of the instructors require them to complete observations in inclusive settings which are further

discussed and analyzed in class.

IEP Team Participation

The legal requirements of the role of the general educator are presented in SPED 391. The process, legal responsibilities, and elements are presented through lectures, use of Department of Education websites, and videos. Teacher candidates also participate in small discussion groups where they evaluate and write goals and instructional objectives for simulated scenarios. Their performance in these situations and on tests are used to measure understanding of IEPs.

Limited English Proficiency

The instructional needs of students with limited English proficiency is embedded within the lectures of SPED 391 on understanding and working with families, understanding how behaviors are normative and determined by dominant culture, and how the difference in spoken language can appear as underachievement or mask a student's true capabilities. Again, in this course they have discussion groups, online simulation activities, and case study scenarios to assist them in understanding how to meet the needs of these students. This course also address the non-discriminatory assessment requirements under IDEA.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

IV. Response to Alternative Certification Special Education Teachers

Teach students with disabilities effectively

The conceptual and legal basis of inclusive instruction is introduced in SPED 391 which is taken by all teacher candidates. Throughout the course instruction on the impact and influence of different impairments on a student's demonstrations of learning is discussed. Specifically, general educators are guided on how to understand these learning behaviors in order to decode the intersection of the characteristics and the tasks demand. They receive specific instruction on the Universal design for learning and the fundamentals of the CAST model of UDL. All of the instructors require them to complete observations in inclusive settings which are further discussed and analyzed in class.

Special education teacher candidates are provided more in depth guidance in teaching students with disabilities in their coursework in SPED 492, 493, and 494. The first of these courses focuses on understanding the impact of disability characteristics on learning behaviors and how teacher candidates can effectively design learning environments that promote successful outcomes. This again also includes consideration of Universal Design for Learning, motivation and engagement strategies, and preventive classroom management strategies. In SPED 493 and SPED 494 candidates extend their knowledge of instruction of basic subjects and learn specific strategies for assessment of learner progress, design of instructional supports for students with disabilities, collaborative instruction with general educators, and diagnostic assessment of student needs. They demonstrate these skills through discussion of case simulations, submission of lesson plans, design and implementation of assessment portfolios, and direct instruction of students with disabilities in the attached learning clinic. Additional, knowledge of instruction and collaboration is presented in SPED 456 – Pre-vocational and Transition Skills course and in SPED 414 – Interdisciplinary and Interagency Teaming Course.

The Reading Methods class also addresses within their required lesson plans that students submit instructional designs that address accommodations for diverse learners in their classrooms. Teacher candidates have first hand experiences implementing these lesson plans in clinic experiences

IEP Team Participation

The legal requirements of the role of the special educator are introduced in SPED 391. The process, legal responsibilities, and elements are presented through lectures, use of Department of Education websites, and videos. Teacher candidates also participate in small discussion groups where they evaluate and write goals and instructional objectives for simulated scenarios. Their performance in these situations and on tests are used to measure understanding of IEPs.

Understanding of the IEP is developed further in SPED 493, 494, 456, and 414. Within SPED 493 candidates participate in small group discussions regarding the development of IEPs using simulations. They are also expected in this course to write a simulated IEP based on a

case study presented. In the clinic they meet with the parents of their assigned student to review the child's current IEP and to better understand parental concern. In SPED 494 candidates are expected to demonstrate the ability to apply information gathered in assessment to IEPs. They have additional conversations and opportunities to work with families in the clinic regarding their individual student's IEPs.

In SPED 456 special education teacher candidates have the opportunity to learn the pre-vocational, vocational, and transition issues that are directly related to the IEP process. They have the opportunity to interact with teachers in the field and agency representatives and participate in discussions of simulations. They are required to write a transitional IEP based on a case study given in the class.

In SPED 414 special education teacher candidates have the opportunity to learn about communication and collaborative skills that may relate to the development and implementation of the IEP. Case studies and scenarios involving the development of the IEP are used in small group discussions.

Limited English Proficiency

The instructional needs of students with limited English proficiency is embedded within the lectures of SPED 391 on understanding and working with families, understanding how behaviors are normative and determined by dominant culture, and how the difference in spoken language can appear as underachievement or mask a student's true capabilities. Again, in this course they have discussion groups, online simulation activities, and case study scenarios to assist them in

understanding how to meet the needs of these students. This course also addresses the non-discriminatory assessment requirements under IDEA.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2015-16