2020 Louisiana Teacher Preparation Data Dashboard- MSU-Undergraduate Teacher Preparation Program CAEP Standard 4, Component R4.1

Annual Reporting Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

McNeese State University												
Prepared by Louisiana Board of Regents & University of Louisiana System												
Undergraduate Teacher Preparation Program												
BASIC PROGRAM INFORMATION												
Program We		http://www.mcneese.edu/education										
Approval/Ac	creditation	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									Accredited	
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator										
Preparation (CAEP)												
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/		Candidates	-				Complete				Total	
Completer		(2017-18)	223 62							285		
Diversity		Enrolled	Males Females									
		Gender	46				DII	177			an hi beriel	
		Enrolled	Hispanic Indian 5 3				Black 19	Islande	er	White	Multi-Racial	
		Race         5         3         0         19         0         191         5										
		KNO	<b>VLEDGE</b>	AND SKILLS FOR	TEAC	HING OF C	OMPLETE	RS				
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2017-18)  Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)								100%		
	Pedagogical									100%		
	Overall	Completer Passage Rate on all Assessments (2017-18)									100%	
Clinical Experiences		New Option: Full Year Residencies are Offered for the Academic Year									Yes	
		Phase Out Option: Clock Hours of Clinical Experiences Prior to Student Teaching									273	
		Student Teaching Clock Hours of Clinical Experiences During Student Teaching								420		
Licensure Re	quirements	Percentage of 2017-18 Completers That Meet State Licensing Requirements								100%		
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS												
Entry and Pe		Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19									42% (n=26)	
Teaching in Public				rs Teaching in Public Schoo								
Schools in Louisiana		Number o 2013-14						mber & Number & Percentage		Number & Percentage		
(Please examine the 2020		Complete		Teaching in 2014-15	Te	aching in 2015-16	Teach 2016	ing in	Teachi 2017	ing in	Teaching in 2018-19	
Louisiana Teacher Preparation  Data Fact Book to accurately		100%		73%		79%	78		76		74%	
interpret the meaning of these scores.)		(n=102)	)	(n=74)		(n=81)	(n=		(n=		(n=75)	

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

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)

## **McNeese State University**

Prepared by Louisiana Board of Regents & University of Louisiana System

Undergraduate Teacher Preparation Program

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 Student Outcome Scores (2016-17, 2017-18, & 2018-19)   Compass Teacher Effectiveness Levels for Student Outcome Scores Student	PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Score   2016-17, 2017-18, 8, 2018-19   An Invalence of Scores for National Transfer Proportion Date fact Book to occurately interpret the meaning of these scores.)   Score   2016-17, 2017-18, 8, 2018-19   Annihimation of Proceedings and Number of 2016-17, 2017-18, 8, 2018-19   Annihimation of Proceedings and Number of 2016-17, 2017-18, 8, 2018-19   Annihimation of Proceedings and Number of 2016-17, 2017-18, 2018-19   Annihimation of Proceedings and Number of Scores for the New Teachers by LDOE Teacher   Effectiveness Levels for Student Outcome Scores for the New Teachers with Less than Two Years of Teaching									
Louisinan Teacher Preparation Dotte Fact Book to accurately interpret the meaning of these scores.]   Percentage and Number of 2016-17, 2017-18, & 2018-19 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels   Student Outcome Scores for the New Teachers by LDOE Teacher Levels   Student Outcome Scores for All New Teacher Student Outcome Scores for All New Teachers by LDOE Teacher Levels   Student Outcome Scores for All New Teachers by LDOE Teacher Levels   Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Levels   Student Outcome Scores for New Teacher Preparation Debasion Fact Book to accurately Interpret the meaning of these scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)   Science (MO DATA – STATE TRANSITIONING TO NEW TEST)   Science (MO DATA – STATE TRANSITIONING TO NEW TEST)   Science (MO DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Effectiveness Levels For Floricient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Energing Effective Proficient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Energing Effective Proficient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Energing Effective Proficient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Energing Effective Proficient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)   Inteffective Effective Energing Effective Proficient Highly Effective Scores (Mo DATA – STATE TRANSITIONING TO NEW TEST)	K-12 Students	Score (2016-17, 2017-18, & 2018- 19) and Number of Scores for All	3.4 (n=317)						
Percentage and Number of 2016-17, 2017-18, & 2018-19 composs Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels by LDOE Teacher Effectiveness Levels Collectiveness Levels Collectiveness Levels Collectiveness Levels Compass Teacher Effectiveness Levels Compass Teacher Effective	Louisiana Teacher Preparation	Years of Teaching							
Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels (n=10) (n=37) (n=67) (n=203)  Demonstrated Teaching Effectiveness Levels (n=10) (n=37) (n=67) (n=203)  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 Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for New Teachers with Less than Two Years of Teaching Scores (n=14) (n=18) (n=156) (n=143) (n=143) (n=156) (n=150) (	The state of the s	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Student Outcome Scores						
New Teachers by LDOE Teacher Effectiveness Levels (n=10) (n=37) (n=67) (n=203)  Demonstrated Teaching Skill Protective Score (2016-17, 2017-18 & 2018-19) and Number of Scores for All New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Score (2016-17, 2017-18, & 2018-19) and Number of Scores for the West Teacher Preparation Dato Fock Book to accurately interpret the meaning of these scores.)  Overall Impact and Demonstrated Teaching Skill More of Scores for the West Teachers by LDOE Teacher Effectiveness Levels  Overall Impact and Demonstrated Teaching Professional Practice Scores for the West Teachers by LDOE Teacher Effectiveness Levels  Overall Impact and Demonstrated Teaching Skill More of Scores for New Teacher Preparation Dato Fact Book to accurately interpret the meaning of these scores.)  Professional Practice Scores for New Teacher Preparation Dato Fact Book to accurately interpret the meaning of these scores.  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 Preparation Dato Fact Book to accurately interpret the meaning of these scores.)  State Value Added Scores for Ontent Areas (Ten or More New Teachers Preparation Dato Fact Book to accurately interpret the meaning of these scores.)  State Value Added Scores for Ontent Areas (Ten or More New Teachers Preparation Dato Fact Book to accurately interpret the meaning of these scores.)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Professional Practice Mean & Number of Scores for Scores for New Teachers with Less than Two Years of Teaching Professional Practice Scores Interfective Effective Emerging Effective Proficient Highly Effective Scores of Teaching Professional Practice Scores Interfective Effective Emerging Effective Proficient Highly Effective Scores.)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Interfective Effective Emerging Effective Proficient Highly Effective Proficient Highly Effective Emerging Effective Proficient	scores.)					,			
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Practice Score (2016-17, 2017-18, & 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2016-17, 2017-18, & 2018-19   Compass Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Demonstrated Teaching		Compass Professional Practice Mean & Number of Scores						
Percentage and Number of 2016-17, 2017-18, & 2018-19 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels for New Teachers with Less than Two Years of Teaching Data Fact Book to accurately interpret the meaning of these scores.]    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)    Mathematics   Compass Final Evaluation Man & Number of Scores for New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching Port of Nore New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching New Teachers with Less than Two Years of Teaching Ne	Skill (Please examine the 2020 Louisiana Teacher Preparation	Practice Score (2016-17, 2017-18 & 2018-19) and Number of Scores for All New Teachers with Less than							
Overall Impact and Demonstrated Teaching Skill S	The state of the s	_	Compass T		vels for Professional Pr	actice Scores			
Overall Impact and Demonstrated Teaching Skill    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 Effectiveness Levels    Compass Final Evaluation Mean & Number of Scores		17, 2017-18, & 2018-19 Compass							
Demonstrated Teaching Skill  Score (2016-17, 2017-18, & 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching  Percentage and Number of 2016-17, 2017-18, & 2018-19 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels  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.)  Mathematics  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.)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Ineffective Effective Emerging Effective Proficient Highly Effective Ineffective Effective Emerging Effective Proficient Highly Effective Ineffective Effective Emerging Effective Proficient Highly Effective Ineffective Ineffect		New Teachers by LDOE Teacher							
Score   2016-17, 2017-18, & 2018-19   and Number of Scores for New Teachers with Less than Two Years of Teaching Date Pact Book to accurately interpret the meaning of these scores.)   Percentage and Number of 2016-17, 2017-18, & 2018-19   Compass Teacher Effectiveness Levels for Final Evaluation Scores	Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Percentage and Number of 2016-17, 2017-18, & 2018-19 Compass Teacher Effectiveness Levels for Final Evaluation Scores Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels for 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)    Percentage and Number of 2016-17, 2017-18, & 2018-19 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels    Content Areas	Demonstrated Teaching Skill	Score (2016-17, 2017-18, & 2018- 19) and Number of Scores for New Teachers with Less than Two Years	3.4 (n=317)						
Data Fact Book to accurately interpret the meaning of these scores.]   17, 2017-18, & 2018-19 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   17, 2017-18, & 2018-19 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels   18	Louisiana Teacher Preparation		Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels  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 (NO DATA – STATE TRANSITIONING TO NEW TEST)  Social Studies  Final Evaluation Scores for the New Teachers with Less Than Two Years of Teaching who Taught During 2016-17, 2017-18, and 2018-19  Mathematics  Mathematics  Content Areas  Content Areas  Mathematics  Mathematics  Mathematics  Mathematics  Mathematics  Mathematics  Content Areas  Mathematics  Mathematics  Mathematics  Mathematics  Double of Teachers who Taught During 2016-17, 2017-18, and 2018-19  Mathematics  Content Areas  Please examine the 2020 (No No N	The state of the s								
Teachers by LDOE Teacher Effectiveness Levels  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)  Mathematics  Pleffective Effective Emerging Effective Proficient Highly Effective N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  Science  (NO DATA – STATE TRANSITIONING TO NEW TEST)  N/A% N/A% N/A% N/A% N/A% (n=N/A)  Mathematics  Science  (NO DATA – STATE TRANSITIONING TO NEW TEST)  N/A% N/A% N/A% N/A% N/A% (n=N/A)  Mathematics  Science  (NO DATA – STATE TRANSITIONING TO NEW TEST)  Ineffective Effective Emerging Effective Proficient Highly Effective G% 38% 25% 31% (n=\$10) (n=\$10) (n=\$10) (n=\$10)  English/Language Arts/Reading  Mathematics  Mathematics  Mathematics  -0.8 (n=16)  N/A (n=N/A)  N/A% N/A% N/A% N/A% N/A% (n=N/A)  N/A% (n=N/A) (n=N/A) (n=N/A)  Mathematics  -0.8 (n=16)  N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  Mathematics  Mathematics  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10) (n=\$10)  Mathematics  N/A (n=\$10)  Mathemati		•	0%	8%	42%	50%			
for New Teachers in Grades 4-8 with Less than Two Years of Teaching who Taught During 2016-17, 2017-18, and 2018-19  Mathematics    Content Areas (Ten or More New Teachers	scores.y	Teachers by LDOE Teacher	(n=≤10)	(n=24)	(n=133)	(n=159)			
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.)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Social Studies  Social Studies  Tendiscrive Effective Emerging Effective Proficient Highly Effective N/A (n=N/A) (n=N/A) (n=N/A) (n=N/A) (n=N/A) (n=N/A) (n=N/A)  Ineffective Effective Emerging Effective Proficient Highly Effect		Content Areas							
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.)  Social Studies  Social Studies  Mathematics  Ineffective Effective Emerging Effective Proficient ( $n=\le 10$ ) ( $n=\le 10$ ) ( $n=\le 10$ )  Science ( $n=\le 10$ ) ( $n=\le 10$ ) ( $n=\le 10$ )  Ineffective Effective Emerging Effective Proficient Highly Effective N/A% ( $n=N/A$ )  Social Studies  2.3 ( $n=16$ )  Ineffective Effective Emerging Effective Proficient Highly Effective Effective Emerging Effective Proficient ( $n=N/A$ ) ( $n=N/$			2016-17, 2017-18, and 2018-19						
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.)  Social Studies  Social		Mathematics	, ,						
More New Teachers)  (Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Social Studies  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Social Studies  Social	· ·		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)  Science (NO DATA – STATE TRANSITIONING TO NEW TEST)  Social Studies  Social Studies  Social Studies  (n=\$10) (n=\$10) (n=\$10) (n=\$10)  N/A (n=N/A)  Ineffective Effective Emerging Effective Proficient Highly Effective Proficient Highly Effective Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Emerging Effective Proficient Highly Effective Emerging Effective Emerging Effective Proficient Highly Effective Emerging Effective Emergi			25%	44%	13%	19%			
(NO DATA – STATE TRANSITIONING TO NEW TEST)  (NA	wore new reachers)	Science	(n=≤10)		· · · · · · · · · · · · · · · · · · ·	(n=≤10)			
TRANSITIONING TO NEW TEST)  TRANSITIONING TO NEW TEST)  N/A% $(n=N/A)$ $(n=N/A)$ N/A%  N/	•								
interpret the meaning of these scores.)	•	,							
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	interpret the meaning of these	THE WILLIAM TO NEW TEST?	-	=	-	-			
6%         38%         25%         31%           (n=≤10)         (n=≤10)         (n=≤10)         (n=≤10)           English/Language Arts/Reading           -0.4 (n=18)           Ineffective Emerging Effective Proficient Highly Effective           11%         50%         33%         56%	scores.,	Social Studies	` '						
Ineffective         Effective Emerging         Effective Proficient         Highly Effective           11%         50%         33%         56%				Effective Emerging		Highly Effective			
English/Language Arts/Reading  -0.4 (n=18)  Ineffective   Effective Emerging   Effective Proficient   Highly Effective   11%   50%   33%   56%									
IneffectiveEffective EmergingEffective ProficientHighly Effective11%50%33%56%		English/Language Arts/Reading							
			Ineffective		, ,	Highly Effective			
			11%	50%	33%	56%			