

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD							
McNeese State University							
Prepared by Louisiana Board of Regents & University of Louisiana System							
Undergraduate Teacher Preparation Program							
BASIC PROGRAM INFORMATION							
<b>Program Website</b>		http://www.mcneese.edu/education					
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>						<b>Status</b>
	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	
<b>Type of Program</b>		Traditional (Undergraduate)					
CANDIDATE SELECTION PROFILE							
<b>Academic Strength</b>	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
<b>Candidates/ Completer Diversity</b>	<b>Candidates (2017-18)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>	
		223		62		285	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		46			177		
	<b>Enrolled Race</b>	<b>Hispanic</b>	<b>Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Islander</b>	<b>White</b>
	5	3	0	19	0	191	5
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS							
<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2017-18)					100%
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)					100%
	<b>Overall</b>	Completer Passage Rate on all Assessments (2017-18)					100%
<b>Clinical Experiences</b>	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	
<b>Licensure Requirements</b>		Percentage of 2017-18 Completers That Meet State Licensing Requirements				100%	
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS							
<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>	Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19					42% (n=26)	
	2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18, & 2018-19						
	<b>Number of 2013-14 Completers</b>	<b>Number &amp; Percentage Teaching in 2014-15</b>	<b>Number &amp; Percentage Teaching in 2015-16</b>	<b>Number &amp; Percentage Teaching in 2016-17</b>	<b>Number &amp; Percentage Teaching in 2017-18</b>	<b>Number &amp; Percentage Teaching in 2018-19</b>	
	100% (n=102)	73% (n=74)	79% (n=81)	78% (n=79)	76% (n=77)	74% (n=75)	
<i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>							

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)

<b>Impact on K-12 Students</b>  <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	<b>Compass Student Outcome Mean &amp; Number of Scores</b>			
		3.4 (n=317)			
	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	<b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	3% (n=10)	12% (n=37)	21% (n=67)	64% (n=203)	
<b>Demonstrated Teaching Skill</b>  <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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		3.3 (n=317)			
	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	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	0% (n≤10)	6% (n=18)	49% (n=156)	45% (n=143)	
<b>Overall Impact and Demonstrated Teaching Skill</b>  <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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.4 (n=317)			
	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	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	0% (n≤10)	8% (n=24)	42% (n=133)	50% (n=159)	
<b>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)</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Content Areas</b>	<b>Mean, Number of Scores, &amp; 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</b>			
	<b>Mathematics</b>	-0.8 (n=16)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		25% (n≤10)	44% (n≤10)	13% (n≤10)	19% (n≤10)
	<b>Science (NO DATA – STATE TRANSITIONING TO NEW TEST)</b>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>Social Studies</b>	2.3 (n=16)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		6% (n≤10)	38% (n≤10)	25% (n≤10)	31% (n≤10)
<b>English/Language Arts/Reading</b>	-0.4 (n=18)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	11% (n≤10)	50% (n≤10)	33% (n≤10)	56% (n≤10)	