2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

			В	ASIC PROGRAM	INFORMA	TION				
Program We	o Site	http://www.r	ncneese	.edu/education						
Approval/Accreditation				Na	mes of Agen	cies				Status
		State: Board	of Elem	entary and Seco	ndary Educ	ation (I	BESE)			Approved
		State: Board of Regents (BoR)							Approved	
		Regional: So	Regional: Southern Association of Colleges and Schools Commission on Colleges							Accredited
		(SACSCOC)								
		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 Prog	ram	Alternate (Ma	aster of <i>i</i>	Arts in Teaching	; Certificati	on-Onl	y)			
			C	ANDIDATE SELE	CTION PRO	FILE				
Academic Strength		Completer Pa	issage Ra	ate on Praxis Ski	lls Assessm	ent (20)15-16)			100%
		Median GPA of Candidates Entering the Program (2015-16)							3.17	
				dates Completir						3.49
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet	
		(by 2015-16)							Available	
Teaching Pro	mise	Data Not Yet	Availabl	e						
Candidates/		Candidates	Enrolled			Completers		Total		
Completer	Completer		67			38	38		105	
Diversity		Enrolled	Males Females							
		Gender	20 47							
		Enrolled	Hispanio	1 1	Asian		lack	Islande		Multi-Racial
		Race	3	1	0		10	0	53	0
		KNOW	LEDGE A	AND SKILLS FOR	TEACHING	OF CO	MPLETE	RS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)							100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)							100%	
	Overall Completer Passage Rate on all Assessments (2015-16)						100%			
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic Year							Yes	
		Student	Clock Hours of Clinical Experiences Prior to Student Teaching					273		
		Teaching	clock flours of chillean Experiences					Number of	Total Number of	
						Clock Hours per Week	Clock Hours			
						.4	30	420		
Licensure Requirements		Number and Percentage of 2015-16 Completers That Meet State Licensing							100%	
		Requirements								
Completer Ra	ating	Data Not Yet		е						
	PR	OGRAM PROD	UCTIVIT	Y AND ALIGNM	ENT TO ST	ATE NE	EDS OF (COMPLE	TERS	
Entry and Pe	rsistence in	Percentage &	Numbe	r of 2015-16 Co	mpleters Tl	nat Beg	an Teacl	ning in 20	016-17	76% (n=29)
Teaching in P	ublic Schools	Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet	
in Louisiana	=		·							Available
			2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16							
(Please examine the 2018		Number of 2011-12	f	Number &	Number		Numb		Number &	Number &
	Louisiana Teacher Preparation Data Fact Book to accurately		s	Percentage Teaching in	Percenta Teaching	_	Percen Teachi	_	Percentage Teaching in	Percentage Teaching in
interpret the me		Completer		2012-13	2013-1		2014	_	2015-16	2016-17
scores.)		100%		82%	73%		719	%	67%	66%
		(n=85)		(n=70)	(n=62)	(n=€	60)	(n=57)	(n=56)

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Alternate Teacher Preparation Program

DEDECORMANCE	AS CLASSDOOM TEACHERS (NEW TE	ACHEDS WITH	LESS THAN TWO V	EARS OF TEACHING	2)			
	EACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Growth Mean & Number of Scores							
Impact on K-12 Students	Mean Compass Student Growth Score (2014-15, 2015-16, & 2016-	·						
K-12 Students	17) and Number of Scores for All	3.6						
(Please examine the 2018		(n=78)						
Louisiana Teacher Preparation	Test readings with 2000 than 1 we							
Data Fact Book to accurately	Years of Teaching	Compass Teacher Effectiveness Levels for Student Growth Scores						
interpret the meaning of these	Percentage and Number of 2014-							
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Student Outcome Scores for the	1%	8%	15%	76%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=12)	(n=59)			
	Effectiveness Levels	, ,	<u> </u>	` ′	· '			
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2014-15, 2015-16,	3.4						
.	& 2016-17) and Number of Scores	(n=78)						
(Please examine the 2018 Louisiana Teacher Preparation	for All New Teachers with Less							
Data Fact Book to accurately	than Two Years of Teaching	_						
interpret the meaning of these	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Professional Practice Scores						
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for	0%	6%	37%	56%			
	the New Teachers by LDOE	(n=≤10)	(n=≤10)	(n=29)	(n=44)			
	Teacher Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-	3.6						
Skill	17) and Number of Scores for	(n=78)						
	New Teachers with Less than Two							
(Please examine the 2018	Years of Teaching							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
interpret the meaning of these	15, 2015-16, & 2016-17 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Final Evaluation Scores for the	1%	3%	35%	62%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=27)	(n=48)			
	Effectiveness Levels							
State Value Added Scores	Content Areas		of Scores, & Effectiven					
for New Teachers in	Mathematics	or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 N/A						
Grades 4-8 with Less than								
Two Years of Teaching by		(n=N/A)						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		N/A%	N/A%	N/A%	N/A%			
.		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
(Please examine the 2018 Louisiana Teacher Preparation	Science	-2.4						
Data Fact Book to accurately		(n=10)						
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		10%	80%	0%	10%			
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
	Social Studies	N/A						
	(Note: Data are not available –	la effective			Highborn of			
	new assessments being	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	developed.)	N/A	N/A	N/A	N/A			
	English/Language Arts/Reading	0.8 (n=11)						
		Ineffective	· · · · · · · · · · · · · · · · · · ·					
		0%	46%	36%	18%			
		(n=≤10)	46% (n=≤10)	(n=≤10)				
		(11−7TO)	(11-710)	(11−≥10)	(n=≤10)			

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Program Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Impact on	Compass Student Growth Mean & Number of Scores							
K-12 Students	Mean Compass Student Growth Score (2013-14, 2014-15, & 2015-		3.6					
	16) and Number of Scores for All	(n=80)						
(Please examine the 2018	· · ·		(1. 33)					
Louisiana Teacher Preparation	Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Growth Scores						
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
•	Student Growth Scores for the New							
	Teachers by LDOE Teacher	0%	4%	25%	71%			
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=20)	(n=57)			
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill	Practice Score (2013-14, 2014-15,			3.4				
	& 2015-16) and Number of Scores	(n=80)						
(Please examine the 2018	for All New Teachers with Less than	(11-00)						
Louisiana Teacher Preparation	Two Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores			
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for the	0%	3%	45%	53%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=36)	(n=42)			
	Effectiveness Levels							
Overall Impact and	verall Impact and Mean Compass Final Evaluation		Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.6						
Skill	16) and Number of Scores for New	(n=80)						
	Teachers with Less than Two Years							
(Please examine the 2018	of Teaching							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Final Evaluation Scores for the New	0%	3%	38%	60%			
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=30)	(n=48)			
	Effectiveness Levels							
State Value Added Scores	Content Areas			ess Levels for Value-Ado				
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 N/A						
Grades 4-8 with Less than	Mathematics							
Two Years of Teaching by	iviatileillatics	(n=N/A)						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		N/A%	N/A%	N/A%	N/A%			
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
(Please examine the 2018 Louisiana Teacher Preparation	Science	,	N/A					
Data Fact Book to accurately		(n=N/A)						
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		N/A%	N/A%	N/A%	N/A%			
					(n-N1/A)			
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
	Social Studies	(n=N/A)		(n=N/A) I/A	(II-IN/A)			
	(Note: Data not available – new		N	I/A				
		Ineffective	Effective Emerging	I/A Effective Proficient	Highly Effective			
	(Note: Data not available – new assessments being developed.)		Effective Emerging N/A	I/A Effective Proficient N/A				
	(Note: Data not available – new	Ineffective	Effective Emerging N/A	I/A Effective Proficient	Highly Effective			
	(Note: Data not available – new assessments being developed.)	Ineffective	Effective Emerging N/A	Effective Proficient N/A 3.0	Highly Effective			
	(Note: Data not available – new assessments being developed.)	Ineffective N/A	Effective Emerging N/A -:	I/A Effective Proficient N/A 3.0 =10)	Highly Effective N/A			