

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD							
McNeese State University							
Prepared by Louisiana Board of Regents & University of Louisiana System							
Public Undergraduate Teacher Preparation Program							
BASIC PROGRAM INFORMATION							
Program Web Site	<a href="http://www.mcneese.edu/education">http://www.mcneese.edu/education</a>						
Approval/Accreditation	Names of Agencies						Status
	State: Board of Elementary and Secondary Education (BESE)						Approved
	State: Board of Regents (BoR)						Approved
	Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)						Accredited
National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)						Accredited	
Type of Program	Traditional (Undergraduate)						
CANDIDATE SELECTION PROFILE							
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2015-16)						100%
	Median GPA of Candidates Entering the Program (2015-16)						3.15
	Median GPA of Candidates Completing the Program (2015-16)						3.43
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2015-16)						Data Not Yet Available
Teaching Promise	Data not yet available.						
Candidates/ Completer Diversity	Candidates (2015-16)	Enrolled		Completers		Total	
		214		85		299	
	Enrolled Gender	Males			Females		
		36			178		
Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	2	0	0	12	0	196	4
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS							
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 Experiences	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching				273	
		Clock Hours of Clinical Experiences During Student Teaching		Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours	
				14	30	420	
Licensure Requirements	Number and Percentage of 2015-16 Completers That Meet State Licensing Requirements					100%	
Completer Rating	Data Not Yet Available						
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS							
Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17					79% (n=67)	
	Percentage & Number of 2015-16 Completers That Obtained a License to Teach					Data Not Yet Available	
	2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, & 2016-17						
	(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	Number of 2011-12 Completers	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17
100% (n=104)		80% (n=83)	77% (n=80)	75% (n=78)	73% (n=76)	69% (n=72)	

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.

# 2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

McNeese State University

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*Public Undergraduate Teacher Preparation Program*

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

<b>Impact on K-12 Students</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2014-15, 2015-16, & 2016-17) 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=360)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <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>
		1% (n≤10)	10% (n=36)	19% (n=67)	70% (n=252)
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2014-15, 2015-16, & 2016-17) 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=360)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <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>
		1% (n≤10)	6% (n=23)	48% (n=173)	45% (n=161)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2014-15, 2015-16, & 2016-17) 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=360)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <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>
		1% (n≤10)	7% (n=26)	38% (n=135)	54% (n=195)
<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 2018 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 2014-15, 2015-16, and 2016-17</b>			
	<b>Mathematics</b>	-6.1 (n=14)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		50% (n≤10)	29% (n≤10)	7% (n≤10)	14% (n≤10)
	<b>Science</b>	-1.5 (n=17)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		12% (n≤10)	47% (n≤10)	29% (n≤10)	12% (n≤10)
	<b>Social Studies</b> <i>(Note: Data are not available – new assessments being developed.)</i>	N/A			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A	N/A	N/A	N/A
<b>English/Language Arts/Reading</b>	-0.8 (n=22)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	18% (n≤10)	32% (n≤10)	32% (n≤10)	18% (n≤10)	