2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System *Undergraduate Teacher Preparation Program*

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2 14				ASIC PROGRAM	INFOR	MATION					
Program We		http://education.nsula.edu/ Names of Agencies								_	
Approval/Accreditation		6	C =1				5 = 6 = 7			Status	
				ntary and Secon	idary E	ducation (BESE)			Approved Approved	
			State: Board of Regents (BoR)								
		Regional: Southern Association of Colleges and Schools Commission on Colleges								Accredited	
		(SACSCOC)		.1.6		CT	- I	/NICATE) :	- '	A 111 1	
				incil for Accredi				•		Accredited	
		Preparation (n Council (TEAC	.); or Cc	uncii for t	ne Accre	ditation of E	ducator		
Type of Prog	ram	Traditional (L		uate)						l	
			C	ANDIDATE SELE	CTION	PROFILE					
Academic St	rength	Completer Pa	ssage Rat	e on Praxis Skill	s Asses	sment (20)17-18)			100%	
		Median GPA	of Candida	ates Entering th	e Progi	am (2017	'-18)			3.6	
		Median GPA of Candidates Completing the Program (2017-18)								3.6	
Candidates/		Candidates		Enrolled (Completers			Total		
Completer		(2017-18)		191		42		2		233	
Diversity		Enrolled	Males Femal				Females				
		Gender	52 139								
		Enrolled	Hispanic			Black	Islander	White	Multi-Racial		
		Race	23	3	1		22	1	135	6	
		KNO\	WLEDGE A	ND SKILLS FOR	TEACH	ING OF C	OMPLETE	RS			
Knowledge	Content	Completer Pa	ssage Rat	e on Praxis Con	tent As	sessments	s (2017-1	8)		100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)							100%		
	Overall	Completer Passage Rate on all Assessments (2017-18)								100%	
Clinical Expe	riences	New Option: Institution is Transitioning to One Year Residencies							Yes		
		Phase Out Option: Clock Hours of Clinical Experiences Prior to Student Teaching							260		
		Student Teaching Clock Hours of Clinical Experiences During Student Teaching							560		
Licensure Re	quirements	Percentage of 2017-18 Completers That Meet State Licensing Requirements								100%	
	Р	ROGRAM PRO	DUCTIVIT	Y AND ALIGNM	ENT TO	STATE N	EEDS OF	COMPLETER	S		
Entry and Pe		Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19							55% (n=23)		
Teaching in Public		2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18,									
Schools in Lo	uisiana	Number o		Number &		mber &	Numb		Number &	Number &	
		2013-14 Complete		Percentage Teaching in		centage ching in	Percer Teachi	_	Percentage Teaching in	Percentage Teaching in	
(Please examine Louisiana Teach		35		2014-15		15-16	2016	_	2017-18	2018-19	
Data Fact Book	'	100%		66%		56%	63	%	66%	61%	
interpret the me		(n=41)		(n=27)	(r	n=27)	(n=2	26)	(n=27)	(n=25)	
scores.)											

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)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Undergraduate Teacher Preparation Program

I LIN ONWAN	E AS CLASSROOM TEACHERS (NEW TE	EACHERS WITH LESS THAN TWO YEARS OF TEACHING)						
Impact on	Impact on Mean Compass Student Outcome			Compass Student Outcome Mean & Number of Scores				
K-12 Students	Score (2016-17, 2017-18, & 2018-	3.0 (n=173)						
	19) and Number of Scores for All							
(Please examine the 2020	New Teachers with Less than Two		•	,				
Louisiana Teacher Preparation	Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2016-	Compass	Teacher Effectiveness I	Levels for Student Outc	ome Scores			
scores.)	17, 2017-18, & 2018-19 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	New Teachers by LDOE Teacher	4%	18%	39%	40%			
	Effectiveness Levels	(n=≤10)	(n=31)	(n=67)	(n=69)			
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2016-17, 2017-18 &							
	2018-19) and Number of Scores for		3.1 (1	n=173)				
(Please examine the 2020	All New Teachers with Less than		J (.	0,				
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching							
interpret the meaning of these	Percentage and Number of 2016-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores			
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for the	1%	11%	61%	27%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=19)	(n=105)	(n=47)			
	Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2016-17, 2017-18, & 2018-							
Skill	19) and Number of Scores for New	3.1 (n=173)						
	Teachers with Less than Two Years							
(Please examine the 2020 Louisiana Teacher Preparation	of Teaching							
Data Fact Book to accurately	Percentage and Number of 2016-	•	•	Levels for Final Evaluat				
interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective 1%	Effective Emerging 14%	Effective Proficient 56%	Highly Effective 30%			
scores.)	Final Evaluation Scores for the New	(n=≤10)	(n=24)	(n=96)	(n=51)			
	Teachers by LDOE Teacher	(11-210)	(11-2-7)	(11-30)				
	Effectiveness Levels				(= -)			
		Maan Numbar	of Course & Effectives	ass Lavels for Value Ad	, ,			
State Value-Added	Content Areas	7	•	ess Levels for Value-Ade	ded Scores of Ten			
Scores for New Teachers	Content Areas	7	achers with Less Than 1	ess Levels for Value-Ad Fwo Years of Teaching v -18, and 2018-19	ded Scores of Ten			
Scores for New Teachers in Grades 4-8 with Less	Content Areas Mathematics	7	achers with Less Than 7 2016-17, 2017	Two Years of Teaching v	ded Scores of Ten who Taught During			
Scores for New Teachers in Grades 4-8 with Less than Two Years of		or More New Te	achers with Less Than 7 2016-17, 2017	Two Years of Teaching v -18, and 2018-19	ded Scores of Ten			
Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content		or More New Te	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A%	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A%	ded Scores of Ten who Taught During Highly Effective N/A%			
Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New	Mathematics	or More New Te	2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A)	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A)	ded Scores of Ten who Taught During Highly Effective			
Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content	Mathematics Science	Ineffective N/A% (n=N/A)	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A)	Highly Effective N/A% (n=N/A)			
Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New	Mathematics Science (NO DATA – STATE	Ineffective N/A% (n=N/A) Ineffective	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient	ded Scores of Ten who Taught During Highly Effective N/A% (n=N/A) Highly Effective			
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	Mathematics Science	Ineffective N/A% (n=N/A) Ineffective N/A%	N/A (Effective Emerging N/A (n=N/A) Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A%	Two Years of Teaching vo. 18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A%	Highly Effective N/A% (n=N/A) Highly Effective N/A%			
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	Mathematics Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	Ineffective N/A% (n=N/A) Ineffective	achers with Less Than 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A)	rwo Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A)	ded Scores of Ten who Taught During Highly Effective N/A% (n=N/A) Highly Effective			
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	Mathematics Science (NO DATA – STATE	Ineffective N/A% (n=N/A) Ineffective N/A%	achers with Less Than 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A)	Two Years of Teaching vo. 18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A%	Highly Effective N/A% (n=N/A) Highly Effective N/A%			
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	Mathematics Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A)	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A)	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective			
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	Mathematics Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A) Ineffective N/A%	achers with Less Than 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A%	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient N/A%	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A%			
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	Science (NO DATA – STATE TRANSITIONING TO NEW TEST) Social Studies	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A)	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A)	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient N/A% (n=N/A) n=≤10)	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A)			
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	Mathematics Science (NO DATA – STATE TRANSITIONING TO NEW TEST)	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A)	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) -1.5	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient N/A% (n=N/A) (n=N/A) (n=N/A) (n=N/A)	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A)			
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	Science (NO DATA – STATE TRANSITIONING TO NEW TEST) Social Studies	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A) Ineffective N/A%	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A)	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient N/A% (n=N/A) n=≤10)	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A%			
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	Science (NO DATA – STATE TRANSITIONING TO NEW TEST) Social Studies	Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A) Ineffective N/A% (n=N/A)	achers with Less Than 1 2016-17, 2017 N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) N/A (Effective Emerging N/A% (n=N/A) -1.5	Two Years of Teaching v -18, and 2018-19 n=≤10) Effective Proficient N/A% (n=N/A) n=N/A) Effective Proficient N/A% (n=N/A) n=≤10) Effective Proficient N/A% (n=N/A) (n=N/A) (n=N/A) (n=N/A)	Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A% (n=N/A)			

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System *Alternate Teacher Preparation Program*

BASIC PROGRAM INFORMATION										
Program We	bsite	http://educa	tion.nsula	a.edu/						
Approval/Ac	creditation	Names of Agencies							Status	
,		State: Board	of Eleme	ntary and Secon	dary Educa	tion (BES	SE)			Approved
		State: Board of Regents (BoR)								Approved
		Regional: So	uthern As	ssociation of Coll	eges and S	chools Co	ommission	on Colle	ges	Accredited
		(SACSCOC)								
				uncil for Accredi			•	• •		Accredited
				on Council (TEAC); or Counc	il for the	Accreditat	on of Ed	lucator	
		Preparation (-							
Type of Prog	ram	Master of Art	s in Teach	hing and Practit	tioner Teac	her Progi	ram			
			C	ANDIDATE SELE	CTION PRO	FILE				
Academic St	rength	Completer Pa	issage Rat	te on Praxis Skill	s Assessme	nt (2017	-18)			100%
		Median GPA	of Candid	lates Entering th	e Program	(2017-18	3)			3.1
		Median GPA of Candidates Completing the Program (2017-18)							3.7	
Candidates/		Candidates		Enrolled		Completers			Total	
Completer		(2017-18)		264			61		325	
Diversity		Enrolled	Males Females							
		Gender	49 215							
		Enrolled	Hispanic		Asian	Blac		lander	White	Multi-Racial
		Race	10	4	2	33	3	0	206	3
				AND SKILLS FOR						
Knowledge	Content	<u> </u>		te on Praxis Con						100%
	Pedagogical	<u> </u>		te on Praxis Prof			Assessme	nts (2017	7-18)	100%
	Overall	Completer Pa	issage Rat	te on all Assessn	nents (201	'-18)				100%
Clinical Expe	riences	Teaching Internships/Residencies are Offered							Yes	
		Phase Out Option: Clock Hours of Clinical Experiences Prior to Student Teaching						N/A		
		Student Teaching Clock Hours of Clinical Experiences During Student Teaching							N/A	
Licensure Re	quirements	Percentage of 2017-18 Completers That Meet State Licensing Requirements 100%								100%
	P	ROGRAM PRO	DUCTIVIT	TY AND ALIGNM	ENT TO ST	ATE NEED	OS OF COM	PLETERS	6	
Entry and Persistence in		Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19							87% (n=53)	
Teaching in Public		2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18,								
_										
Schools in Lo		Number	of	Number &	Numbe		Number &		lumber &	Number &
Schools in Lo	ouisiana		of		Number Percent Teaching	ige	Number & Percentage Teaching in	Pe	lumber & ercentage eaching in	Number & Percentage Teaching in
Schools in Lo	ouisiana e the 2020	Number (2013-14	of	Number & Percentage	Percent	ige ; in	Percentage	Pe Te	ercentage	Percentage
Schools in Lo	ouisiana e the 2020 eer Preparation	Number of 2013-14 Complete 100%	of rs	Number & Percentage Teaching in 2014-15 88%	Percent: Teaching 2015-1 81%	nge ; in 6	Percentage Teaching in 2016-17 74%	Pe Te	ercentage eaching in 2017-18	Percentage Teaching in 2018-19 60%
Schools in Lo (Please examine Louisiana Teach	e the 2020 ter Preparation to accurately	Number of 2013-14 Complete	of rs	Number & Percentage Teaching in 2014-15	Percent Teaching 2015-1	nge ; in 6	Percentage Teaching in 2016-17	Pe Te	ercentage eaching in 2017-18	Percentage Teaching in 2018-19

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)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Teacher Preparation Program

PERFORMAN	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	FARS OF TEACHING	G)				
Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores							
K-12 Students	Score (2016-17, 2017-18, 2018-19)								
	and Number of Scores for All New	3.3 (n=226)							
(Please examine the 2020	Teachers with Less than Two Years		3.3 (1-220)					
Louisiana Teacher Preparation	of Teaching								
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2016-	Compass	Teacher Effectiveness	Levels for Student Outc	ome Scores				
scores.)	17, 2017-18, & 2018-19 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	New Teachers by LDOE Teacher	2%	14%	28%	56%				
	Effectiveness Levels	(n=≤10)	(n=31)	(n=63)	(n=127)				
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	Lice Mean & Number of	Scores				
Skill (Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately	Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching			า=226)					
interpret the meaning of these	Percentage and Number of 2016-	•	eacher Effectiveness Le						
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	Professional Practice Scores for the	0%	4%	47%	50%				
	New Teachers by LDOE Teacher Effectiveness Levels	(n=≤10)	(n=≤10)	(n=106)	(n=112)				
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores				
Demonstrated Teaching	Score (2016-17, 2017-18, 2018-19)								
Skill	and Number of Scores for New	3.4 (n=226)							
	Teachers with Less than Two Years								
(Please examine the 2020	of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2016-								
interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
scores.)	Final Evaluation Scores for the New	0% (n=≤10)	8% (n=17)	43% (n=97)	49% (n=111)				
	Teachers by LDOE Teacher Effectiveness Levels	(11-210)	(11-17)	(11-97)	(11-111)				
State Value-Added	Content Areas	Mean, Number	of Scores, & Effectiven	ess Levels for Value-Ad	ded Scores of Ten				
Scores for New Teachers		or More New Teachers with Less Than Two Years of Teaching who Taught During							
in Grades 4-8 with Less	Mathematics	2016-17, 2017-18 and 2018-19 -0.9 (n=19)							
than Two Years of	Wathematics	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
Teaching by Content		5%	58%	32%	5%				
Areas (Ten or More New		(n=≤10)	(n=11)	(n=≤10)	(n=≤10)				
Teachers)	Science	N/A (n=N/A)							
(Diamas augustus the 2020	(NO DATA – STATE	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
(Please examine the 2020 Louisiana Teacher Preparation	TRANSITIONING TO NEW TEST)	N/A%	N/A%	N/A%	N/A%				
Data Fact Book to accurately		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)				
interpret the meaning of these scores.)	Social Studies	-0.9 (n=10)							
,		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
İ		10%	50%	30%	10%				
				(n=≤10) (n=≤10) (n=≤10)					
		(n=≤10)	· · · · · ·	, ,	(n=≤10)				
	English/Language Arts/Reading		-0.6	(n=19)	<u> </u>				
	English/Language Arts/Reading	Ineffective	-0.6 Effective Emerging	(n=19) Effective Proficient	Highly Effective				
	English/Language Arts/Reading		-0.6	(n=19)	<u> </u>				

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Practitioner Teacher Preparation Program

PERFORMAN	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)		
Impact on	Compass Student Outcome Mean & Number of Scores						
K-12 Students (Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately	Score (2016-17, 2017-18, 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	2.9 (n=99)					
interpret the meaning of these	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	17, 2017-18, & 2018-19 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	New Teachers by LDOE Teacher Effectiveness Levels	5% (n=≤10)	26% (n=26)	31% (n=31)	37% (n=37)		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill (Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately	Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching		3.2 ((n=99)			
interpret the meaning of these	Percentage and Number of 2016-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores		
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for the	1%	7%	58%	34%		
	New Teachers by LDOE Teacher Effectiveness Levels	(n=≤10)	(n=≤10)	(n=57)	(n=34)		
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching Skill (Please examine the 2020	Score (2016-17, 2017-18, 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.1 (n=99)					
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	1% (n=≤10)	16% (n=16)	58% (n=57)	25% (n=25)		
State Value-Added	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten					
Scores for New Teachers in Grades 4-8 with Less		or More New Teachers with Less Than Two Years of Teaching who Taught During 2016-17, 2017-18 and 2018-19					
than Two Years of	Mathematics		, , ,	(n=16)			
Teaching by Content		Ineffective 13%	Effective Emerging 50%	Effective Proficient 19%	Highly Effective 19%		
Areas (Ten or More New		(n=≤10)	(n=11)	(n=≤10)	(n=≤10)		
Teachers)	Science	N/A (n=N/A)					
(Please examine the 2020	(NO DATA – STATE	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Louisiana Teacher Preparation	TRANSITIONING TO NEW TEST)	N/A%	N/A%	N/A%	N/A%		
Data Fact Book to accurately	0 110 11	(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
interpret the meaning of these scores.)	Social Studies	N/A (n=≤10)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)		
	English/Language Arts/Reading	(11-14/74)		(n=11)	(11-14/74)		
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
İ.		9%	73%	18%	0%		
		9% (n=≤10)	(n=≤10)	10/0	U70		