2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

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

				BASIC PROGRAM I	NFORMATION						
Program Web	Site	http://educat	tion.nsu	la.edu/							
Approval/Acc	reditation	Names of Agencies							Sta	Status	
Pr /		State: Board of Elementary and Secondary Education (BESE)							Appı	roved	
		State: Board of Regents (BoR)							Appı	oved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges								edited	
		(SACSCOC)								1:4 1	
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher								edited	
Education Accreditation Council (TEAC); or Council for the Accreditation of Educator											
Type of Progr	Type of Program Traditional (Undergraduate)										
Type of Flogi	aiii	Traditional (C			TION SPORUS						
				CANDIDATE SELEC					1		
Academic Str	ength			ate on Praxis Skills					100%		
				idates Entering the						3.44	
				idates Completing					_	51	
			andidate	es who Started but	Did not Comple	ete the Progran	n Withi	n 6 Years		Data Not Yet	
		(by 2012-13)							Avai	lable	
Teaching Pro	mise	Data not yet available.						T			
Candidates/		Candidates		Enrolled		Completers			Total		
Completer		(2012-13)		140		69		Famalas	209		
Diversity		Enrolled		Males 45			Females 95				
		Gender	Hiena	Hispanic Indian Asian Black Islander			White	Multi-			
		Enrolled Race	пізра	illic	Asiaii	Diack	1310	illuei	vviiite	Racial	
		Race	2	6	2	12		1	111	0	
		KNO\	WLEDGE	AND SKILLS FOR T	EACHING OF C	OMPLETERS					
Knowledge	Content	Completer Pa	assage R	ate on Praxis Conte	ent Assessment	s (2012-13)			10	0%	
	Pedagogical			ate on Praxis Profe			ts (201	.2-13)	100%		
	Overall	Completer Passage Rate on all Assessments (2012-13)								100%	
Clinical Exper	iences	Student Clock Hours of Clinical Experiences Prior to Student Teaching						2	60		
-		Teaching	Clo	Clock Hours of Clinical Experiences Number of Number of					umber of		
				During Student Teaching Weeks Clock Hours				ock Hours per	Clock Hours		
				15 35				5	25		
Licensure Requirements Number and Percentage of 2012					mpleters That N		ncina			0%	
Licensure Rec	lanements	Requirement		age 01 2012-13 C01	iipieteis iiiat ii	heet State Licei	isilig		10	070	
Completer Ra	ting	Data Not Yet		Ιο							
Completer Na					NIT TO STATE A	IEEDS OF COM		c			
Entry and Por				or of 2012, 12 Comp					64%	(n=44)	
Entry and Persistence in Teaching in Public		Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14 Percentage & Number of 2012-13 Completers That Obtained a License to Teach							-	Not Yet	
Schools in Louisiana		Frencentage & Number of 2012-15 Completers that Obtained a License to reach								lable	
2008-09 Completes Teaching in Public Schools in Louisiana in 2009-10, 2010						11 2011	.12 2012-13				
(Please examine the 2015		Number of	•	Number &	Number &	Number &		Number &		ber &	
Louisiana Teacher Preparation		2008-09		Percentage	Percentage	Percentage		Percentage		entage	
Data Fact Book to accurately interpret the meaning of these		Complete	rs	Teaching in 2009-10	Teaching in 2010-11	Teaching in 2011-12	Т	eaching in 2012-13		ning in 3-14	
scores.)	ining of these	100% (n=64)		63% (n=40)	64% (n=41)	63% (n=40)	6	4% (n=41)	_	(n=38)	
			,					(/			
DI/D	ersistence in	Data Not Yet	availabl	e				<u> </u>			
Placement/Pe	er sisterice iii			-							
High-Need Subjects/Scho		2444.100.00									

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Undergraduate Teacher Preparation Program

DERECRMANA			LESS THAN TWO		3)		
Impact on	Mean Compass Student Outcome	EACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Outcome Mean & Number of Scores					
K-12 Students (Please examine the 2015 Louisiana Teacher Preparation	Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.2 (n=151)					
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	13 and 2013-14 Compass Student Outcome Scores for the New	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Teachers by LDOE Teacher Effectiveness Levels	4%	13%	32%	52%		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	tice Mean & Number of	Scores		
Skill (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately	Practice Score (2012-13 & 2013- 14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Professional Practice Mean & Number of Scores 3.0 (n=151)					
interpret the meaning of these	Percentage and Number of 2012-	•		evels for Professional Pr			
scores.)	13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher	Ineffective 1%	Effective Emerging 15%	Effective Proficient 67%	Highly Effective		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	n Mean & Number of Sc	ores		
Demonstrated Teaching Skill (Please examine the 2015	Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.0 (n=151)					
Louisiana Teacher Preparation	Percentage and Number of 2012- Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Data Fact Book to accurately interpret the meaning of these scores.)	13 & 2013-14 Compass Final Evaluation Scores for the New	Ineffective 5%	Effective Emerging 11%	Effective Proficient 62%	Highly Effective 23%		
	Teachers by LDOE Teacher Effectiveness Levels						
State Value Added Scores for New Teachers in	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching wh Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14					
Grades 4-10 with Less than Two Years of Teaching by Content	Mathematics	-3.7 (n=29)					
Areas (Twenty-five or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		14%	48%	28%	10%		
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately	Science	-0.4 (n=31)					
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		10%	42%	23%	26%		
	Social Studies	0.3 (n=31)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	English / Language Auto/Decking	0%	45%	39%	16%		
	English/Language Arts/Reading	-1.4 (n=38)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		13%	40%	29%	18%		
K-12 Student Perceptions	Data Not Yet Available.						

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

			BASIC	PROGRAM IN	NFORMATIO	N					
Program Web S	ite	http://education.nsula.edu/									
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							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									
Type of Prograi	m	Alternate (Prac	Alternate (Practitioner Teacher Program, Master of Arts in Teaching, & Certification Only)								
			CANDI	DATE SELECT	TION PROFIL	E					
Academic Strer	ngth	Completer Pass	age Rate o	n Praxis Skill	ls Assessmer	nt (201	2-13)		100%		
		Median GPA of	Candidate	s Entering th	ne Program (2012-1	L3)		2.99		
		Median GPA of	Candidate	s Completin	g the Progra	m (201	.2-13)		3.78		
		Number of Can	didates wh	o Started bu	ıt Did not Co	mplete	e the Progran	n Within 6	Data Not Yet		
		Years (by 2012-	·13)						Available		
Teaching Prom	ise	Data not yet av	ailable.								
Candidates/		Candidates	Enrolled			Comple	eters		Total		
Completer		(2012-13)		188 67		7 2		255			
Diversity		Enrolled	Males		!	Fem		Females	Females		
		Gender		38				150			
		Enrolled	Hispanic	Indian	Asian	Blac	ck Island		Multi-Racial		
		Race	1	6	2	24	1 0	152	3		
		KNOWLED	GE AND S	KILLS FOR TE	ACHING OF	COMP	LETERS	_	=		
Knowledge	Content	KNOW! FDGE AND SKILLS FOR TEACHING OF COMPLETERS Completer Passage Rate on Praxis Content Assessments (2012-13) 100%									
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)							100%		
	Overall	Completer Passage Rate on all Assessments (2012-13)							100%		
Clinical Experie	nces	Full Time Internships are Offered for the Academic Year									
		Student Clock Hours of Clinical Experiences Prior to Student Teaching						N/A			
		Teaching	Clock Hours of Clinical Experiences During Student Teaching Number of Weeks Number of Clock Hours					Total Number of Clock Hours			
			per Week N/A N/A				N/A				
Licensure Requ	irements										
Completer Rati		Percentage of 2012-13 Completers That Meet State Licensing Requirements 100% Data Not Yet Available									
Completer Nati	''ხ	Data Not let A	valiable								
Enter and Day		GRAM PRODUCT							0.40/ / 5.5\		
Entry and Persi		Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14						84% (n=56)			
Teaching in Public Schools in Louisiana		Percentage & Number of 2012-13 Completers That Obtained a License to Teach							Data Not Yet		
Louisialia		2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13,							Available		
(Please examine th	e 2015 Louisiana	2008-09 Completers Number of		Teaching in Public Schools in Louisiana Number & Number &			.009-10, 2010-11 Number &	Number &	, and 2013-14 Number &		
Teacher Preparatio to accurately interp of these scores.)	n Data Fact Book	2008-09 Completers	1	Percentage Teaching in 2009-10	Percentage Teaching in 2010-11	e	Percentage Teaching in 2011-12	Percentage Teaching in 2012-13	Percentage Teaching in 2013-14		
		100% (n=48	8)	5% (n=41)	88% (n=42	2)	88% (n=42)	85% (n=41)	83% (n=40)		
Placement/Persistence in High-Need Subjects/Schools		Data Not Yet available									

2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Practitioner Teacher Program Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO YI	EARS OF TEACHING	1		
Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores					
K-12 Students Score (2012-13 & 2013-14) and		3.0 (n=56)					
	Number of Scores for All New	3.0 (II-30)					
(Please examine the 2015	Teachers with Less than Two Years						
Louisiana Teacher Preparation	of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Outcome Scores for the New	F0/	4.50/	260/	420/		
	Teachers by LDOE Teacher	5%	16%	36%	43%		
	Effectiveness Levels						
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2012-13 & 2013-		3.1 (n=56)			
	14) and Number of Scores for All						
(Please examine the 2015 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2012-	•		vels for Professional Pro			
scores.)	13 & 2013-14 Compass Professional	Ineffective 2%	Effective Emerging 11%	Effective Proficient 63%	Highly Effective 25%		
	Practice Scores for the New	270	11/0	03/6	23/6		
	Teachers by LDOE Teacher Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co		Mean & Number of Sco	ores		
Demonstrated Teaching	Score (2012-13 & 2013-14) and	3.0 (n=56)					
Skill	Number of Scores for New Teachers with Less than Two Years						
(Please examine the 2015							
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2012-	Compas	s Teacher Effectiveness	Levels for Final Evaluat	ion Scores		
Data Fact Book to accurately	_			ı			
:	1 13 & 2013-14 Compass Final	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these scores.)	13 & 2013-14 Compass Final Evaluation Scores for the New	7%	Effective Emerging 7%	Effective Proficient 64%	Highly Effective 21%		
interpret the meaning of these scores.)	Evaluation Scores for the New						
	•						
scores.)	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	7%	7%		21%		
	Evaluation Scores for the New Teachers by LDOE Teacher	7% Mean, Numb Twenty-five or	7% er of Scores, & Effective More New Teachers wi	64% eness Levels for Value-A th Less Than Two Years	21% added Scores of of Teaching who		
scores.) State Value Added Scores	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	7% Mean, Numb Twenty-five or	7% her of Scores, & Effective More New Teachers wi during 2009-20, 2010-1	64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or	21% added Scores of of Teaching who		
State Value Added Scores for New Teachers in	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	7% Mean, Numb Twenty-five or	7% her of Scores, & Effective More New Teachers wi during 2009-20, 2010-1	64% eness Levels for Value-A th Less Than Two Years	21% Added Scores of of Teaching who		
State Value Added Scores for New Teachers in Grades 4-10 with Less	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	7% Mean, Numb Twenty-five or Taught	7% eer of Scores, & Effective More New Teachers wi during 2009-20, 2010-1	64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31)	21% Added Scores of of Teaching who r 2013-14		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	7% Mean, Numb Twenty-five or	7% her of Scores, & Effective More New Teachers wi during 2009-20, 2010-1	64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or	21% added Scores of of Teaching who		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	7% Mean, Numb Twenty-five or Taught Ineffective	7% Der of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52%	64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29%	21% added Scores of of Teaching who r 2013-14 Highly Effective		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	7% Mean, Numb Twenty-five or Taught Ineffective	7% Der of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52%	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31)	21% added Scores of of Teaching who r 2013-14 Highly Effective		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	7% Mean, Numb Twenty-five or Taught Ineffective	7% Der of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52%	64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29%	21% added Scores of of Teaching who r 2013-14 Highly Effective		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	Mean, Numb Twenty-five or Taught Ineffective 3%	7% Deer of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29%	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16%		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	Mean, Numb Twenty-five or Taught Ineffective 3%	7% Per of Scores, & Effective More New Teachers wi a during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50%	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science	Mean, Numb Twenty-five or Taught Ineffective 3%	7% Per of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (64% eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A)	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20%		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective 3%	7% Per of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20%		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science Social Studies	Mean, Numb Twenty-five or Taught Ineffective 3%	7% Deer of Scores, & Effective More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient N/A	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20%		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective 3%	7% Deer of Scores, & Effective More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20%		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science Social Studies	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective N/A	7% Per of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient N/A (n=36)	21% ddded Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective N/A		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science Social Studies	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective N/A	7% Per of Scores, & Effective More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient N/A (n=36)	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective N/A Highly Effective		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science Social Studies	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective N/A	7% Per of Scores, & Effective More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient N/A (n=36)	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective N/A		
State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics Science Social Studies	Mean, Numb Twenty-five or Taught Ineffective 3% Ineffective N/A	7% Per of Scores, & Effective More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5	eness Levels for Value-A th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27% n=N/A) Effective Proficient N/A (n=36)	21% Added Scores of of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective N/A Highly Effective		

2015 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 Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	FARS OF TEACHING	:)		
Impact on	Mean Compass Student Outcome	ACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Outcome Mean & Number of Scores					
K-12 Students	Score (2012-13 & 2013-14) and	3.3 (n=80)					
	Number of Scores for All New	3.5 (II-6U)					
(Please examine the 2015	Teachers with Less than Two Years						
Louisiana Teacher Preparation	of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
,	Outcome Scores for the New						
	Teachers by LDOE Teacher	3%	8%	36%	54%		
	Effectiveness Levels						
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2012-13 & 2013-		3.2	(n=80)			
	14) and Number of Scores for All						
(Please examine the 2015	New Teachers with Less than Two						
Louisiana Teacher Preparation Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2012-	•		vels for Professional Pro	1		
scores.)	13 & 2013-14 Compass Professional	Ineffective 0%	Effective Emerging 6%	Effective Proficient 64%	Highly Effective 30%		
	Practice Scores for the New	0%	0%	04%	30%		
	Teachers by LDOE Teacher						
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co	•	Mean & Number of Sc	ores		
Demonstrated Teaching	Score (2012-13 & 2013-14) and	3.3 (n=80)					
Skill	Number of Scores for New						
(Please examine the 2015	Teachers with Less than Two Years						
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2012-	Compas	s Teacher Effectiveness	Levels for Final Evaluat	ion Scores		
Data Fact Book to accurately	13 & 2013-14 Compass Final	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these scores.)	Evaluation Scores for the New	3%	6%	54%	38%		
scores.y	Teachers by LDOE Teacher						
	Effectiveness Levels						
State Value Added Scores	Content Areas	Mean. Numb	er of Scores. & Effective	eness Levels for Value- <i>I</i>	Added Scores of		
for New Teachers in	Content Areas	Twenty-five or More New Teachers with Less Than Two Years of Teaching who					
Grades 4-10 with Less			Taught during 2011-	12, 2012-13, or 2013-14			
than Two Years of	Mathematics	N/A (n=N/A)					
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Areas (Twenty-five or		N/A	N/A	N/A	N/A		
More New Teachers)	Science	N/A (n=N/A)					
(Please examine the 2015		1	·		10.1.1 =# ··		
Louisiana Teacher Preparation Data Fact Book to accurately		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these	Social Studies	N/A	N/A	N/A	N/A		
scores.)	Jocial Studies	N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A	N/A	N/A	N/A		
	English/Language Arts/Reading		N/A	(n=N/A)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A	N/A	N/A	N/A		
K-12 Student Perceptions	Data Not Yet Available.						
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