2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public Undergraduate Teacher Preparation Program

			E	ASIC PROGRAM	INFOF	RMATIO	N					
Program We	b Site	http://educa	tion.nsul									
Approval/Ac	creditation	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							Accredited			
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator										
		Preparation (CAEP)										
Type of Prog	ram	Traditional (U		duate)								
				ANDIDATE SELE	CTION	PROFIL	LE					
Academic Strength		Completer Pa	issage Ra	te on Praxis Skill	s Asse	ssment	(2014-1	15)			100%	
	_			dates Entering th			-	•			3.58	
				dates Completing				15)			3.60	
				who Started bu			-	•	Withi	n 6 Years	Data Not Yet	
		(by 2014-15)					,	-0 ,			Available	
Teaching Pro	mise	Data not yet	available									
Candidates/		Candidates		Enrolled			Com	pleters			Total	
Completer		(2014-15)	139				47			186		
Diversity		Enrolled	Males				Females			Females	es	
		Gender		39					100			
		Enrolled	Hispanic Indian Asi			an	Black	Black Islander		White	Multi-Racial	
		Race	5	4	0)	16		0	111	1	
		KNO	NLEDGE	AND SKILLS FOR	TEACH	HING OI	F COMP	PLETERS				
Knowledge	Content	Completer Pa	issage Ra	te on Praxis Con	tent A	ssessme	ents (20	14-15)			100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)							100%			
	Overall									,	100%	
Clinical Expe	riences	Completer Passage Rate on all Assessments (2014-15) Student Clock Hours of Clinical Experiences Prior to Student Teaching						260				
		Teaching	Clock Hours of Clinical Experien							Total Number of		
							Weeks	Clo	Clock Hours per	Clock Hours		
			15 35					525				
Licensure Re	quirements									100%		
		Requirements 1207										
Completer R	ating	Data Not Yet Available										
-	P	ROGRAM PRO	DUCTIVI	TY AND ALIGNM	ENT T	O STATE	E NEEDS	S OF COMI	LETER	S		
Entry and Pe	rsistence in	Percentage &	Numbe	of 2014-15 Com	npleter	s That E	Began T	eaching in	2015-1	16	66% (n=31)	
Teaching in F		Percentage & Number of 2014-15 Completers That Obtained a License to Teach							Data Not Yet			
Schools in Lo	uisiana								Available			
		2010-1:	1 Complete	rs Teaching in Public	c School	s in Louis	iana in 20	011-12, 2012	13, 201	3-14, 2014-15, 8		
(Please examine		Number o						Number &	1	Number &	Number &	
Louisiana Teach	•	2010-11		Percentage		rcentage		Percentage		Percentage	Percentage	
interpret the me		Completers		Teaching in 2011-12		eaching in T		Teaching in 2013-14		Teaching in 2014-15	Teaching in 2015-16	
scores.)	y -,	100% (n=	57)	65% (n=37)	+	% (n=37)) 6	5% (n=37)	67	7% (n=38)	63% (n=36)	
Placement/P	ersistence in	Data Not Yet available										
High-Need												
Subjects/Sch	ools											
,, ,	- 3	i										

2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public Undergraduate Teacher Preparation Program

	Public Ondergraduate re-	actici i repair	ationirrogram				
PERFORMANO	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	'H LESS THAN TWO YEARS OF TEACHING)				
Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores					
K-12 Students	Score (2013-14, 2014-15, & 2015-						
	16) and Number of Scores for All	3.2 (n=191)					
(Please examine the 2017	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 2013-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Outcome Scores for the	40/	420/	270/	F70/		
	New Teachers by LDOE Teacher	4%	12%	27%	57%		
	Effectiveness Levels	(n=≤10)	(n=23)	(n=51)	(n=109)		
Demonstrated Teaching	Mean Compass Professional	Comp	ass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2013-14, 2014-15,						
	& 2015-16) and Number of Scores	3.0 (n=191)					
(Please examine the 2017	for All New Teachers with Less than		,	- ,			
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Compass Te	acher 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	1%	14%	61%	24%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=27)	(n=117)	(n=46)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Cor	mpass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.2 (n=191)					
Skill	16) and Number of Scores for New						
	Teachers with Less than Two Years						
(Please examine the 2017	of Teaching						
Louisiana Teacher Drangration							
Louisiana Teacher Preparation	Percentage and Number of 2013-	•		Levels for Final Evaluat	ion Scores		
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013- 14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Data Fact Book to accurately		Ineffective 4%	Effective Emerging 11%	Effective Proficient 53%	Highly Effective		
Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New	Ineffective 4%	Effective Emerging 11%	Effective Proficient 53%	Highly Effective		
Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher	Ineffective 4% (n=≤10) Mean, Number of	11% (n=20)	53% (n=102) ess Levels for Value-Ad	Highly Effective 33% (n=62) ded Scores of Ten		
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers in	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Ineffective 4% (n=≤10) Mean, Number of	11% (n=20) of Scores, & Effectivence with Less Than T	53% (n=102) ess Levels for Value-Ad	Highly Effective 33% (n=62) ded Scores of Ten		
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	Ineffective 4% (n=≤10) Mean, Number of	11% (n=20) of Scores, & Effectivent achers with Less Than T	53% (n=102) ess Levels for Value-Ad Two Years of Teaching volume 14-15/2015-16	Highly Effective 33% (n=62) ded Scores of Ten		
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers in	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Ineffective 4% (n=≤10) Mean, Number of	11% (n=20) of Scores, & Effectivent achers with Less Than T	53% (n=102) ess Levels for Value-Ad	Highly Effective 33% (n=62) ded Scores of Ten		
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	Ineffective 4% (n=≤10) Mean, Number of	11% (n=20) of Scores, & Effectivent achers with Less Than T	53% (n=102) ess Levels for Value-Ad Two Years of Teaching volume 14-15/2015-16	Highly Effective 33% (n=62) ded Scores of Ten		
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	Ineffective 4% (n=≤10) Mean, Number of More New Teal	11% (n=20) of Scores, & Effectivener others with Less Than T 2013-14/201	ess Levels for Value-Ad Two Years of Teaching value-15/2015-16	Highly Effective 33% (n=62) ded Scores of Ten who Taught During		
Data Fact Book to accurately interpret the meaning of these scores.) 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)	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16)	Ineffective 4% (n=≤10) Mean, Number of or More New Teal	11% (n=20) of Scores, & Effectivener with Less Than T 2013-14/201	ess Levels for Value-Ad Two Years of Teaching value-15/2015-16	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science	Ineffective 4% (n=≤10) Mean, Number of or More New Teal	effective Emerging 11% (n=20) of Scores, & Effectivene ethers with Less Than Table 2013-14/2013 N Effective Emerging N/A	ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective		
Data Fact Book to accurately interpret the meaning of these scores.) 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)	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16)	Ineffective 4% (n=≤10) Mean, Number of More New Teal Ineffective N/A	effective Emerging 11% (n=20) of Scores, & Effectivene echers with Less Than Table 2013-14/2013 N Effective Emerging N/A (n=20)	ess Levels for Value-Ad Two Years of Teaching value-15/2015-16	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	Ineffective 4% (n=≤10) Mean, Number of or More New Teal	of Scores, & Effectivener achers with Less Than T 2013-14/201 N Effective Emerging N/A	ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 Effective Proficient N/A 0.4 Effective Proficient Effective Proficient N/A Effective Proficient	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	Ineffective 4% (n=≤10) Mean, Number or More New Teal Ineffective N/A Ineffective 0%	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 N Effective Emerging N/A (n= Effective Emerging 54%	ess Levels for Value-Ad two Years of Teaching value-15/2015-16 Effective Proficient N/A 0.4 =13) Effective Proficient 8%	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39%		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	Ineffective 4% (n=≤10) Mean, Number of or More New Teal Ineffective N/A	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 N Effective Emerging N/A (n= Effective Emerging 54% (n=≤10)	Effective Proficient 53% (n=102) Ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10)	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies	Ineffective 4% (n=≤10) Mean, Number or More New Teal Ineffective N/A Ineffective 0%	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 N Effective Emerging N/A (n= Effective Emerging 54% (n=≤10)	ess Levels for Value-Ad two Years of Teaching value-15/2015-16 Effective Proficient N/A 0.4 =13) Effective Proficient 8%	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39%		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new	Ineffective 4% (n=≤10) Mean, Number or More New Teal Ineffective N/A Ineffective 0%	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 N Effective Emerging N/A (n= Effective Emerging 54% (n=≤10)	Effective Proficient 53% (n=102) Ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10)	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39%		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies	Ineffective 4% (n=≤10) Mean, Number of or More New Teal Ineffective N/A Ineffective 0% (n=≤10)	Effective Emerging 11% (n=20) of Scores, & Effectivene there with Less Than Table 2013-14/2013 N Effective Emerging N/A C (n= Effective Emerging 54% (n=≤10)	Effective Proficient 53% (n=102) Ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10) I/A Effective Proficient	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10) Highly Effective		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new	Ineffective 4% (n=≤10) Mean, Number of or More New Teal Ineffective N/A Ineffective 0% (n=≤10)	Effective Emerging 11% (n=20) of Scores, & Effectivene theres with Less Than Table 2013-14/2019 N/A Effective Emerging N/A (n= Effective Emerging 54% (n=≤10)	Effective Proficient 53% (n=102) Ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10)	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10)		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	Ineffective 4% (n=≤10) Mean, Number of or More New Teal Ineffective N/A Ineffective 0% (n=≤10)	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 Effective Emerging N/A C(n=Effective Emerging 54% (n=≤10) Effective Emerging N/A	Effective Proficient 53% (n=102) ess Levels for Value-Ad two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10) I/A Effective Proficient N/A	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10)		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.)	Ineffective 4% (n=≤10) Mean, Number of More New Teat Ineffective N/A Ineffective 0% (n=≤10) Ineffective N/A	Effective Emerging 11% (n=20) of Scores, & Effectivenerate with Less Than Tage 12013-14/2013 Effective Emerging N/A (n=Effective Emerging 54% (n=≤10) Effective Emerging N/A 1 (n=10)	Effective Proficient 53% (n=102) ess Levels for Value-Ad two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10) I/A Effective Proficient N/A 1.4 =14)	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10) Highly Effective N/A		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	Ineffective 4% (n=≤10) Mean, Number of or More New Teal Ineffective N/A Ineffective 0% (n=≤10)	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 Effective Emerging N/A C(n=Effective Emerging 54% (n=≤10) Effective Emerging N/A	Effective Proficient 53% (n=102) ess Levels for Value-Ad two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10) I/A Effective Proficient N/A	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10)		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	Ineffective 4% (n=≤10) Mean, Number of More New Teat Ineffective N/A Ineffective 0% (n=≤10) Ineffective N/A	Effective Emerging 11% (n=20) of Scores, & Effectivenerate with Less Than Tage 12013-14/2013 Effective Emerging N/A (n=Effective Emerging 54% (n=≤10) Effective Emerging N/A 1 (n=10)	Effective Proficient 53% (n=102) ess Levels for Value-Ad two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A 0.4 =13) Effective Proficient 8% (n=≤10) I/A Effective Proficient N/A 1.4 =14)	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10) Highly Effective N/A		
Data Fact Book to accurately interpret the meaning of these scores.) 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) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	14, 2014-15, & 2015-16 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	Ineffective 4% (n=≤10) Mean, Number of More New Teal Ineffective N/A Ineffective 0% (n=≤10) Ineffective N/A Ineffective	Effective Emerging 11% (n=20) of Scores, & Effectivene thers with Less Than Table 2013-14/201 N/A Effective Emerging N/A C(n= Effective Emerging 54% (n=≤10) N/A Effective Emerging N/A Effective Emerging N/A Effective Emerging N/A 1 (n= Effective Emerging)	Effective Proficient 53% (n=102) Ess Levels for Value-Ad Two Years of Teaching value-15/2015-16 I/A Effective Proficient N/A N/A 1.4 Effective Proficient N/A Effective Proficient	Highly Effective 33% (n=62) ded Scores of Ten who Taught During Highly Effective N/A Highly Effective 39% (n=≤10) Highly Effective N/A Highly Effective		

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			В	ASIC PROGRAM	INFOR	MATION				
Program We	b Site	http://educati	ion.nsula	a.edu/						
Approval/Ac	creditation	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 (CAEP)								
Type of Prog	ram			arts in Teaching,	Dractitio	oner Teac	her Progr	am & Co	rtification-Only	<u> </u>
Type of Flog	Iaiii	Alternate (IVIa					nei i logi	ann & ce	Ttilleation-Only)
A codomic Ct		Completer Dec		to an Dravis Skill			14 15\			100%
Academic Strength				te on Praxis Skill						100%
				dates Entering th						2.99
				lates Completing s who Started bu				aram M	lithin 6 Voors	3.73 Data Not Yet
		(by 2014-15)	nuiuates	s who Started bu	ונ טומ וונ	ot comple	te the Pro	ogram vv	itilii o rears	Available
Tooching Dre	mico	` '	vailabla							Available
Teaching Pro		Data not yet a	valiable.	Enrolled			Completer	•		Total
Candidates/ Completer		(2014-15)		235			Completers 69			304
Diversity		Enrolled	Males					Females	Females	
Diversity		Gender		30					205	
		Enrolled	Hispanic		Asia	n	Black	Islande		Multi-Racial
		Race	6	2	2		25	0	170	5
		KNOW	/LEDGE	AND SKILLS FOR	TEACH	ING OF CO	OMPLETE	RS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2014-15)							100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15)						100%		
	Overall	Completer Passage Rate on all Assessments (2014-15)							100%	
Clinical Expe	riences	Full Time Internships are Offered as an option for the Academic Year							Yes	
		Student		k Hours of Clinica	•				ching	N/A
		Teaching	Clock Hours of Clinical Experiences			Number of Number of			Total Number of	
		_	During Student Teaching Weeks Clock Hours per					Clock Hours		
			N/A N/A					N/A		
Licensure Re	quirements	Number and Percentage of 2014-15 Completers That Meet State Licensing							100%	
Licensure Re	quirements	Requirements							10070	
Completer R	ating	Data Not Yet Available								
Complete: K					ENT TO	CTATE NI	EEDS OF C	COMPLE	TEDC	
Entry and Pe		ROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16							80% (n=55)	
Teaching in F		Percentage & Number of 2014-15 Completers That Began reaching in 2015-16 Percentage & Number of 2014-15 Completers That Obtained a License to Teach							Data Not Yet	
Schools in Lo		1 electrage & Mariner of 2014-13 combierers may obtained a riceuse to leach						Available		
		2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, & 2								
(Please examine	the 2017	Number of		Number &		mber &	Numb		Number &	Number &
Louisiana Teach	•	2010-11		Percentage		centage	Percen	_	Percentage	Percentage
Data Fact Book interpret the me	,	Completers	5	Teaching in 2011-12		ching in 012-13	Teachii 2013-	_	Teaching in 2014-15	Teaching in 2015-16
scores.)	5 -,	100%		81%		59%	719		69%	64%
		(n=42)		(n=34)		1=29)	(n=3		(n=29)	(n=27)
Diagonant/Dougistones in							,			
Placement/P	Persistence in	Data Not Yet a	available							
Placement/P High-Need	Persistence in	Data Not Yet a	available	!						

2017 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	EARS OF TEACHING	G)			
Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores						
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.3						
	16) and Number of Scores for All	(n=210)						
(Please examine the 2017	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 2013-	Compass Teacher Effectiveness Levels for Student Outcome Scores						
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
,	Student Outcome Scores for the							
	New Teachers by LDOE Teacher	1%	9%	30%	60%			
	Effectiveness Levels	(n=≤10)	(n=19)	(n=63)	(n=126)			
Demonstrated Teaching	Mean Compass Professional	Comp	ass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2013-14, 2014-15,		-	3.3				
	& 2015-16) and Number of Scores			:210)				
(Please examine the 2017	for All New Teachers with Less than		(1)-	210)				
Louisiana Teacher Preparation	Two Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013-	Compass Te	acher 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%	5%	56%	40%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=10)	(n=117)	(n=83)			
	Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Cor	mpass Final Evaluation	Mean & Number of Sc	ores			
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-		3	3.4				
Skill	16) and Number of Scores for New	(n=210)						
	Teachers with Less than Two Years							
(Please examine the 2017	of Teaching							
Louisiana Teacher Preparation	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Data Fact Book to accurately 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	1%	7%	49%	44%			
	Teachers by LDOE Teacher	(n=≤10)	(n=14)	(n=102)	(n=92)			
	Effectiveness Levels							
State Value Added Scores	Content Areas		•	ess Levels for Value-Ad				
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16 -1.3 (n=15)						
Grades 4-8 with Less than	Mathematics							
Two Years of Teaching by	(Taught During 2014-15 & 2015-16)							
Content Areas (Ten or		Ineffective		Effective Proficient	Highly Effective			
More New Teachers)		13%	40%	20%	27%			
(Please examine the 2017		(n=≤10)	(n=≤10	(n=≤10	(n=≤10)			
Louisiana Teacher Preparation	Science	-4.3						
Data Fact Book to accurately	(Taught During 2013-14, 2014-15 &	(n=16)						
interpret the meaning of these	2015-16)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		25%	50%	19%	6%			
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
	Social Studies		l N	I I/A	L			
	(Note: Data not available – new	N/A		.,				
	assessments being developed.)		T	T				
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Fuelish / Lengue es Auto/D	N/A	N/A	N/A	N/A			
	English/Language Arts/Reading (Taught During 2014-15 & 2015-16)	-0.5						
	1. augin During 2017-13 & 2013-10)	Ineffective	(n: Effective Emerging	=26) Effective Proficient	Highly Effective			
		12% (n=<10)	50%	19% (n=<10)	19% (n=<10)			
		(n=≤10)	(n=13)	(n=≤10)	(n=≤10)			

2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Practitioner Teacher Alternate Teacher Preparation Program

DEDECORAGAN	SE AC CLASSBOOM TEACHERS (NEW T	A CLIEDE MAITH	ECC THAN TWO	FARS OF TEACHING	31		
	CE AS CLASSROOM TEACHERS (NEW TE				•		
Impact on	Mean Compass Student Outcome	Compass Student Outcome Mean & Number of Scores					
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.3					
(0)	16) and Number of Scores for All		(n=	=59)			
(Please examine the 2017 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 2013-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Outcome Scores for the	0%	10%	32%	58%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=19)	(n=34)		
	Effectiveness Levels	` '	, ,	` '	, ,		
Demonstrated Teaching	Mean Compass Professional	Comp	ass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2013-14, 2014-15,		3	3.2			
	& 2015-16) and Number of Scores		(n=	=59)			
(Please examine the 2017 Louisiana Teacher Preparation	for All New Teachers with Less than						
Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-	Ineffective		vels for Professional Pro Effective Proficient			
scores.)	14, 2014-15, & 2015-16 Compass	0%	Effective Emerging 9%	61%	Highly Effective 31%		
	Professional Practice Scores for the						
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=36)	(n=18)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Coi	mpass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.3 (n=59)					
Skill	16) and Number of Scores for New						
	Teachers with Less than Two Years						
(Please examine the 2017 Louisiana Teacher Preparation	of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Data Fact Book to accurately	Percentage and Number of 2013-						
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%	7%	61%	32%		
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=36)	(n=19)		
	Effectiveness Levels			-			
State Value Added Scores	Content Areas	7		ess Levels for Value-Add			
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16					
Grades 4-8 with Less than		N/A					
Two Years of Teaching by	Mathematics			/A			
	Mathematics (Taught During 2014-15 & 2015-16)		N	•			
Content Areas (Ten or		Ineffective	N	/A N/A) Effective Proficient	Highly Effective		
Content Areas (Ten or More New Teachers)		Ineffective N/A%	N (n=	N/A)	Highly Effective N/A%		
More New Teachers)			N (n=	N/A) Effective Proficient			
More New Teachers) (Please examine the 2017		N/A%	N (n= Effective Emerging N/A% (n=N/A)	N/A) Effective Proficient N/A%	N/A%		
More New Teachers)	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) N (n=	N/A) Effective Proficient N/A% (n=N/A) /A N/A)	N/A% (n=N/A)		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science	N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient	N/A% (n=N/A) Highly Effective		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	N/A% (n=N/A) Ineffective N/A%	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A%	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A%	N/A% (n=N/A) Highly Effective N/A%		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient	N/A% (n=N/A) Highly Effective		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16)	N/A% (n=N/A) Ineffective N/A%	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A)	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A)	N/A% (n=N/A) Highly Effective N/A%		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 &	N/A% (n=N/A) Ineffective N/A%	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A)	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A%	N/A% (n=N/A) Highly Effective N/A%		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies	N/A% (n=N/A) Ineffective N/A%	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A)	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A)	N/A% (n=N/A) Highly Effective N/A%		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new	N/A% (n=N/A) Ineffective N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A)	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A)	N/A% (n=N/A) Highly Effective N/A% (n=N/A)		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Science (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	N/A% (n=N/A) Ineffective N/A% (n=N/A)	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A) N Effective Emerging N/A%	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A) /A	N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	(Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.)	N/A% (n=N/A) Ineffective N/A% (n=N/A)	Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A% (n=N/A) Effective Emerging N/A	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A) /A Effective Proficient N/A	N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Science (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	N/A% (n=N/A) Ineffective N/A% (n=N/A)	Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A) Effective Emerging N/A% (n=N/A) Effective Emerging N/A	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A) /A Effective Proficient N/A A Effective Proficient N/A A	N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective		
More New Teachers) (Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	Science (Taught During 2014-15 & 2015-16) Science (Taught During 2013-14, 2014-15 & 2015-16) Social Studies (Note: Data not available – new assessments being developed.) English/Language Arts/Reading	N/A% (n=N/A) Ineffective N/A% (n=N/A) Ineffective N/A	N (n= Effective Emerging N/A% (n=N/A) N (n= Effective Emerging N/A% (n=N/A) N Effective Emerging N/A% (n=N/A) N (n=N/A)	N/A) Effective Proficient N/A% (n=N/A) /A N/A) Effective Proficient N/A% (n=N/A) /A Effective Proficient N/A /A /A N/A /A N/A)	N/A% (n=N/A) Highly Effective N/A% (n=N/A) Highly Effective N/A		