2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Northwestern State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public Undergraduate Teacher Preparation Program

				BASIC PROGRAM	INFORMATI	ON					
Program We	b Site	http://educat	ion.nsu	ıla.edu/							
Approval/Accreditation		Names of Agencies							Status		
		State: Board of Elementary and Secondary Education (BESE)							Approved		
		State: Board	of Rege	ents (BoR)						Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)							Accredited		
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							E); Teacher	Accredited	
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator									
		Preparation (CAEP)									
Type of Prog	ram	Traditional (U	ndergr	aduate)							
				CANDIDATE SELE	CTION PROF	ILE					
Academic St	rength	Completer Pa	ssage F	ate on Praxis Skill	s Assessmen	t (201	L5-16)			100%	
		Median GPA	of Cand	idates Entering th	e Program (2	2015-1	16)			3.55	
		Median GPA	of Cand	idates Completing	the Progran	n (201	15-16)			3.60	
		Number of Ca	ndidat	es who Started bu	t Did not Cor	mplet	e the Pr	ogram W	ithin 6 Years	Data Not Yet	
		(by 2015-16)								Available	
Teaching Pro	mise	Data not yet a	availabl	e.							
Candidates/		Candidates		Enrolled		(Complete	ers		Total	
Completer		(2015-16)		115		59				174	
Diversity		Enrolled	Males Females								
		Gender	27					88			
		Enrolled	Hispar	nic Indian	Asian		Black	Islande		Multi-Racial	
		Race	5	1	0		16	0	88	3	
		KNOV	VLEDGI	E AND SKILLS FOR	TEACHING C	OF CO	MPLET	ERS			
Knowledge	Content	Completer Pa	ssage F	Rate on Praxis Con	tent Assessm	nents	(2015-1	.6)		100%	
	Pedagogical	Completer Pa	ssage F	Rate on Praxis Prof	essional Kno	wledg	ge Asses	ssments (2015-16)	100%	
	Overall	Completer Passage Rate on all Assessments (2015-16)								100%	
Clinical Expe	riences	Student	Clock Hours of Clinical Experiences Prior to Student Teaching					260			
		Teaching	Clock Hours of Clinical Experiences During Student Teaching			Number of Weeks (Number of Clock Hours per	Total Number of Clock Hours		
			Suring Student readining					<u> </u>	Week	505	
			15 35						525		
Licensure Re	quirements	Number and Percentage of 2015-16 Completers That Meet State Licensing 100% Requirements								100%	
Completer R	ating	Data Not Yet	Availab	le							
-	P	ROGRAM PRO	DUCTIV	ITY AND ALIGNM	ENT TO STAT	ΓΕ ΝΕ	EDS OF	COMPLE	TERS		
Entry and Persistence in		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17							67% (n=39)		
Teaching in Public		Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet		
Schools in Louisiana		- 1 1.0 1.0 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1								Available	
		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16,					2014-15, 2015-16,	& 2016-17			
(Please examine the 2018 Louisiana Teacher Preparation		Number of		Number &	Number &		Numl		Number &	Number &	
		2011-12 Completers		Percentage Teaching in	Percentage Teaching in		Perce	_	Percentage	Percentage	
	Data Fact Book to accurately interpret the meaning of these		3	Teaching in 2012-13	Teaching in 2013-14	•	Teach 201	_	Teaching in 2015-16	Teaching in 2016-17	
scores.)				69%	71%		67		67%	69%	
		(n=52)		(n=36)	(n=37)		(n=	35)	(n=35)	(n=36)	

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Public Undergraduate Teacher Preparation Program

PERFORMANO	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	Score (2014-15, 2015-16, & 2016-	3.2					
	17) and Number of Scores for All		(n=	:170)			
(Please examine the 2018	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 2014-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
,	Student Outcome Scores for the						
	New Teachers by LDOE Teacher	4%	15%	29%	53%		
	Effectiveness Levels	(n=≤10)	(n=25)	(n=49)	(n=90)		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2014-15, 2015-16,		3	3.1			
	& 2016-17) and Number of Scores			:170)			
(Please examine the 2018	for All New Teachers with Less than		(11)	170)			
Louisiana Teacher Preparation	Two Years of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2014-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores		
scores.)	15, 2015-16, & 2016-17 <i>Compass</i>	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=104)	(n=45)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-		3	3.2			
Skill	17) and Number of Scores for New		(n=170)				
	Teachers with Less than Two Years	• •					
(Please examine the 2018	of Teaching						
Louisiana Teacher Preparation	Percentage and Number of 2014-	Compas	s Teacher Effectiveness	Levels for Final Evaluat	ion Scores		
Data Fact Book to accurately interpret the meaning of these	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	2%	11%	49%	38%		
	Teachers by LDOE Teacher	(n=≤10)	(n=19)	(n=83)	(n=64)		
	Effectiveness Levels						
State Value Added Scores	Content Areas		of Scores, & Effectiven				
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15, 2015-16, and 2016-17 N/A					
Grades 4-8 with Less than	Mathematics						
Two Years of Teaching by	Widthematics	(n=N/A)					
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
(Please examine the 2018 Louisiana Teacher Preparation	Science	2.9					
Data Fact Book to accurately		(n=10)					
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		0%	40%	20%	40%		
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
	Social Studies		N	I/A			
	(Note: Data are not available –	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	new assessments being	N/A	N/A	N/A	N/A		
	developed.)						
	English/Language Arts/Reading	0.8 (n=16)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		0%	63%	6%	31%		
		(n=≤10)	(n=10)	(n=≤10)	(n=≤10)		

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Public University Alternate Teacher Preparation Program

			В	ASIC PROGRAM	INFORM	IATION				
Program Wel	o Site	https://educa	ation.nsu	la.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								Accredited
		Preparation (CAEP)								
Type of Prog	ram			Arts in Teaching	;; Practition	oner Tea	cher Pro	gram; Cei	rtification-Only)	
				ANDIDATE SELE						
Academic Str	ength	Completer Pa	issage Ra	ite on Praxis Sk	ills Assess	sment (2	015-16)			100%
		·		dates Entering t						3.09
						-	-			3.37
		Median GPA of Candidates Completing the Program (2015-16) Number of Candidates who Started but Did not Complete the Program Within 6 Years								Data Not Yet
		(by 2015-16)								Available
Teaching Pro	mise	Data Not Yet	Available	2.						
Candidates/		Candidates			Completers			Total		
Completer		(2015-16)	216			82			298	
Diversity		Enrolled		Ma	les				Females	
,		Gender	46 170							
		Enrolled	Hispanic	Indian	Asian		Black	Islande	er White	Multi-Racial
		Race	8	3	1		24	0	173	7
		KNOW	LEDGE A	ND SKILLS FOR	TEACHIN	NG OF CO	OMPLETE	RS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)								100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)								100%
	Overall	Completer Pa	issage Ra	te on all Assess	ments (2	015-16)				100%
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic Year							Yes	
		Student	Clock Hours of Clinical Experiences Prior to Student Teaching					N/A		
		Teaching	Clock Hours of Clinical Experiences			_	ber of	Number of	Total Number of Clock Hours	
			During Student Teaching Week				eeks	Clock Hours per Week	Clock Hours	
							N/A	N/A		
Licensure Re	quirements	Number and Percentage of 2015-16 Completers That Meet State Licensing							100%	
		Requirements								
Completer Ra	ating	Data Not Yet	Available	9						
		1		Y AND ALIGNM						
Entry and Pe				r of 2015-16 Co						85% (n=70)
Teaching in Public Schools in Louisiana		Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet Available	
		2011-12	-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16					, 2014-15, 2015-16,	& 2016-17	
(Please examine the 2018		Number o	f	Number &	Numl		Numb		Number &	Number &
Louisiana Teacher Preparation Data Fact Book to accurately		2011-12 Completer	s	Percentage Teaching in	Perce Teach	ntage ing in	Percei Teach	_	Percentage Teaching in	Percentage Teaching in
interpret the me	aning of these			2012-13	_	3-14	2014		2015-16	2016-17
scores.)		100%		78%	, 76		67		61%	57%
		(n=46)		(n=36)	(n=	35)	(n=	31)	(n=28)	(n=26)

2018 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

DEDECORMANCI	AS CLASSDOOM TEACHERS (NEW TE	ACHEDS WITH	LESS THAN TWO Y	EARS OF TEACHING	2)			
	Compass Student Growth Mean & Number of Scores							
Impact on K-12 Students	Mean Compass Student Growth Score (2014-15, 2015-16, & 2016-	3.4						
K-12 Students	17) and Number of Scores for All			3.4 :221)				
(Please examine the 2018	New Teachers with Less than Two		(1)=	221)				
Louisiana Teacher Preparation	New reachers with Less than two							
Data Fact Book to accurately	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Student Growth Scores						
interpret the meaning of these	15, 2015-16, & 2016-17 Compass	Ineffective Effective Emerging Effective Proficient Highly Effective						
scores.)	Student Outcome Scores for the	menective	Effective Efficigning	Effective Proficient	Highly Effective			
	New Teachers by LDOE Teacher	1%	10%	24%	65%			
	Effectiveness Levels	(n=≤10)	(n=21)	(n=54)	(n=144)			
Demonstrated Teaching	Mean Compass Professional	Com	Language Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2014-15, 2015-16,	-	-		300.03			
Skiii	& 2016-17) and Number of Scores			3.4				
(Please examine the 2018	for All New Teachers with Less		(n=	:221)				
Louisiana Teacher Preparation	than Two Years of Teaching							
Data Fact Book to accurately	Percentage and Number of 2014-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores			
interpret the meaning of these scores.)	15, 2015-16, & 2016-17 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
3557-5517	Professional Practice Scores for	0%	3%	53%	44%			
	the New Teachers by LDOE	(n=≤10)	(n=≤10)	(n=116)	(n=98)			
	Teacher Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores			
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-			3.4				
Skill	17) and Number of Scores for	(n=221)						
	New Teachers with Less than Two	(11 221)						
(Please examine the 2018	Years of Teaching							
Louisiana Teacher Preparation	Percentage and Number of 2014-	Compas	s Teacher Effectiveness	Levels for Final Evaluat	ion Scores			
Data Fact Book to accurately interpret the meaning of these	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Final Evaluation Scores for the	1%	7%	42%	51%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=16)	(n=92)	(n=112)			
	Effectiveness Levels							
State Value Added Scores	Content Areas Mathematics	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 -1.1						
for New Teachers in								
Grades 4-8 with Less than								
Two Years of Teaching by				=23)				
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		9%	48%	26%	17%			
(Please examine the 2018		(n=≤10)	(n=11)	(n=≤10)	(n=≤10)			
Louisiana Teacher Preparation	Science	-1.3						
Data Fact Book to accurately								
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		7%	57%	29%	7%			
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
	Social Studies		N	I/A				
	(Note: Data are not available –	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	new assessments being	N/A	N/A	N/A	N/A			
	developed.)							
	English/Language Arts/Reading	-0.4 (n=29)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		10%	52%	21%	17%			

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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Practitioner Teacher Program Alternate Teacher Preparation Program

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		EACHERS WITH LESS THAN TWO YEARS OF TEACHING)						
Impact on	Mean Compass Student Growth	Compass Student Growth Mean & Number of Scores 3.2						
K-12 Students	Score (2013-14, 2014-15, & 2015-							
(8)	16) and Number of Scores for All		(n:	=70)				
(Please examine the 2018 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 Growth Scores						
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Student Growth Scores for the New	4%	13%	24%	59%			
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=17)	(n=41)			
	Effectiveness Levels	,	` '	, ,	<u> </u>			
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2013-14, 2014-15,		3	3.2				
	& 2015-16) and Number of Scores		(n:	=70)				
(Please examine the 2018 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-	•	eacher Effectiveness Le					
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for the	1%	6%	63%	30%			
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=44)	(n=21)			
	Effectiveness Levels		<u> </u>					
Overall Impact and	erall Impact and Mean Compass Final Evaluation			Mean & Number of Sc	ores			
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-		3	3.2				
Skill	16) and Number of Scores for New	(n=70)						
	Teachers with Less than Two Years							
(Please examine the 2018	of Teaching							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2013-		s Teacher Effectiveness					
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%	9%	57%	33%			
	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=40)	(n=23)			
	Effectiveness Levels							
State Value Added Scores	Content Areas	The second secon	of Scores, & Effectiven					
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	Mathematics	-0.3						
Two Years of Teaching by		(n=13)						
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
More New Teachers)		8%	54%	15%	23%			
(Dlanes annuing the 2010		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)			
(Please examine the 2018 Louisiana Teacher Preparation	Science	N/A						
Data Fact Book to accurately		(n=N/A)						
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)		N/A%	N/A%	N/A%	N/A%			
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
	Social Studies	N/A						
	(Note: Data not available – new	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	assessments being developed.)	N/A	N/A	N/A	N/A			
	English/Language Arts/Reading	N/A						
		Ineffective	(n=	N/A) Effective Proficient	Highly Effective			
l l	1	menective	Ellective Emerging	Enecuve Proficient	mignily Enfective			
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)			