2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

			BA	SIC PROGRAM	INFO	RMATIO	N				
Program Wel		http://www.m	ncneese.	edu/education							
Approval/Accreditation						Agencies					Status
				ntary and Seco	ndary	Education	on (BES	SE)			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	Alternate (Master of Arts in Teaching & Certification-Only)									
			CA	NDIDATE SELE	CTION	N PROFIL	E				
Academic Str	rength	Completer Pas	ssage Rat	e on Praxis Ski	lls Ass	essment	(2013	3-14)			100%
_		Completer Passage Rate on Praxis Skills Assessment (2013-14) Median GPA of Candidates Entering the Program (2013-14)								2.92	
		Median GPA o	of Candid	ates Completir	ng the	Program	ı (2013	3-14)			3.81
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet		
											Available
Teaching Promise		Data not yet a	vailable.							1	
Candidates/		Candidates	Enrolled			Completers				Total	
Completer		(2013-14)		58			37			95	
Diversity		Enrolled					Females				
		Gender		8						50	
		Enrolled	Hispanic 3	Indian ()		ian)	Blaci 7	k I	slander	White 47	Multi-Racial
		Race	3	U		,	/		0	47	1
	T			ND SKILLS FOR							T .
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)							100%		
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)							100%		
	Overall	Completer Passage Rate on all Assessments (2013-14)							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					273			
		Teaching	During Student Teaching Weeks Clock Ho				Number of Clock Hours per Week	Total Number of Clock Hours			
								14		30	420
Licensure Requirements		Number and Percentage of 2013-14 Completers That Meet State Licensing Requirements								100%	
Completer Ra	ating	Data Not Yet A									
'		OGRAM PRODU		AND ALIGNM	ENT T	O STATE	NEED	S OF CON	1PLETI	ERS	
Entry and Pe	rsistence in	Percentage &	Number	of 2013-14 Co	mplet	ers That	Were ⁻	Teaching	in 201	4-15	67% (n=24)
Teaching in P	Public Schools	Percentage & Number of 2013-14 Completers That Obtained a License to Teach							Data Not Yet Available		
		2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14,									
(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these		Number of 2009-10 Completers		Number & Percentage Teaching in 2010-11	N Pe Te	umber & ercentage eaching in 2011-12		Number & Percentage Teaching in 2012-13		Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15
scores.)		100% (n=70	0)	71% (n=50)	79	% (n=55)	8	30% (n=56	5)	74% (n=52)	70% (n=49)
Placement/P High-Need Subjects/Sch		Data Not Yet a	available		•						

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

· ·	ired by Louisiana Board of Rego Paster of Arts in Teaching Alteri							
	AS CLASSROOM TEACHERS (NEW TE				-			
Impact on	Mean Compass Student Growth	Compass Student Growth Mean & Number of Scores						
K-12 Students	Score (2012-13, 2013-14, & 2014-	3.4 (n=179)						
(Please examine the 2016	15) and Number of Scores for All							
Louisiana Teacher Preparation	New Teachers with Less than Two							
Data Fact Book to accurately	Years of Teaching Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Growth Scores						
interpret the meaning of these scores.)	13, 2013-14, & 2014-15 Compass	Ineffective Effective Emerging Effective Proficient Highly Effective						
scores.)	Student Growth Scores for the	menective	Lifective Liferging	Lifective Proficient	riigiliy Lifective			
	New Teachers by LDOE Teacher	3%	6%	27%	64%			
	Effectiveness Levels							
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores						
Skill	Practice Score (2012-13, 2013-14,							
	& 2014-15) and Number of Scores	3.3 (n=179)						
(Please examine the 2016	for All New Teachers with Less		3.5 (11-1737				
Louisiana Teacher Preparation	than Two Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores			
scores.)	13, 2013-14, & 2014-15 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Professional Practice Scores for	0%	7%	51%	42%			
	the New Teachers by LDOE							
	Teacher Effectiveness Levels				-			
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2012-13, 2013-14, & 2014-	3.4 (n=179)						
Skill	15) and Number of Scores for							
(Please examine the 2016	New Teachers with Less than Two							
Louisiana Teacher Preparation	Years of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
		Compac	c Taachar Effactivanacc	Levels for Final Fualuat	ion Scores			
Data Fact Book to accurately	Percentage and Number of 2012-	•			ı			
Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass	Ineffective 3%	s Teacher Effectiveness Effective Emerging 3%	Levels for Final Evaluat Effective Proficient 49%	Highly Effective			
Data Fact Book to accurately	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher	Ineffective 3%	Effective Emerging 3%	Effective Proficient	Highly Effective 45%			
Data Fact Book to accurately interpret the meaning of these scores.)	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Ineffective 3% Mean, Numb	Effective Emerging 3% er of Scores, & Effective More New Teachers wi	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas	Ineffective 3% Mean, Numb	Effective Emerging 3% er of Scores, & Effective More New Teachers wi	Effective Proficient 49% eness Levels for Value-A	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics	Ineffective 3% Mean, Numb	er of Scores, & Effective More New Teachers wi Taught During 2014-1	eness Levels for Value-Ath Less Than Two Years 5 (3-to 5-Year Averages	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5-	Ineffective 3% Mean, Numb	er of Scores, & Effective More New Teachers wi Taught During 2014-1	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off	Ineffective 3% Mean, Numb	er of Scores, & Effective More New Teachers wi Taught During 2014-1	eness Levels for Value-Ath Less Than Two Years 5 (3-to 5-Year Averages	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off scores for new assessments. Percentages	Ineffective 3% Mean, Numb Twenty-five or	er of Scores, & Effective More New Teachers wi Taught During 2014-1	eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages	Highly Effective 45% Added Scores of of Teaching who			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)	Ineffective 3% Mean, Numb Twenty-five or	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging	eness Levels for Value-Ath Less Than Two Years 5 (3-to 5-Year Averages (n=34)	Highly Effective 45% Added Scores of of Teaching who) Highly Effective			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness	Ineffective 3% Mean, Numb Twenty-five or	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53%	eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages (n=34) Effective Proficient 21%	Highly Effective 45% Added Scores of of Teaching who) Highly Effective			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2016 Louisiana Teacher Preparation	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)	Ineffective 3% Mean, Numb Twenty-five or	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53%	eness Levels for Value-Ath Less Than Two Years 5 (3-to 5-Year Averages (n=34)	Highly Effective 45% Added Scores of of Teaching who) Highly Effective			
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Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.) Science Social Studies English/Language Arts/Reading	Ineffective 3% Mean, Numb Twenty-five or Ineffective 12% Ineffective 14%	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53% -2.8 Effective Emerging 59% N/A (Effective Emerging N/A%	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages (n=34) Effective Proficient 21% (n=29) Effective Proficient 14% n=N/A) Effective Proficient N/A%	Highly Effective 45% Added Scores of of Teaching who) Highly Effective 15% Highly Effective 14%			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.) Science Social Studies	Ineffective 3% Mean, Numb Twenty-five or Ineffective 12% Ineffective 14%	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53% -2.8 Effective Emerging 59% N/A (Effective Emerging N/A%	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages (n=34) Effective Proficient 21% (n=29) Effective Proficient 14% n=N/A) Effective Proficient	Highly Effective 45% Added Scores of of Teaching who) Highly Effective 15% Highly Effective 14%			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.) Science English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off	Ineffective 3% Mean, Numb Twenty-five or Ineffective 12% Ineffective 14%	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53% -2.8 Effective Emerging 59% N/A (Effective Emerging N/A%	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages (n=34) Effective Proficient 21% (n=29) Effective Proficient 14% n=N/A) Effective Proficient N/A%	Highly Effective 45% Added Scores of of Teaching who) Highly Effective 15% Highly Effective 14%			
Data Fact Book to accurately interpret the meaning of these scores.) State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers) (Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	13, 2013-14, & 2014-15 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels Content Areas Mathematics (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.) Science English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-	Ineffective 3% Mean, Numb Twenty-five or Ineffective 12% Ineffective 14% Ineffective N/A%	er of Scores, & Effective More New Teachers wi Taught During 2014-1 N/A Effective Emerging 53% -2.8 Effective Emerging 59% N/A (Effective Emerging N/A%	Effective Proficient 49% eness Levels for Value-A th Less Than Two Years 5 (3-to 5-Year Averages (n=34) Effective Proficient 21% (n=29) Effective Proficient 14% n=N/A) Effective Proficient N/A% (n=28)	Highly Effective 45% Added Scores of of Teaching who) Highly Effective 15% Highly Effective 14% Highly Effective N/A%			

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

McNeese State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Alternate Teacher Preparation Program

DEDEGRAAM	Certification-Only Attendate		LECC THAN TWO	EADS OF TEASURE	21			
	CE AS CLASSROOM TEACHERS (NEW TE							
mpact on Mean Compass Student Growth		Compass Student Growth Mean & Number of Scores						
K-12 Students	Score (2012-13, 2013-14, & 2014-							
(0)	15) and Number of Scores for All	3.4 (n=105)						
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two							
Data Fact Book to accurately	Years of Teaching	Company Tanahau Effections and a selection of the Country Coun						
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Growth Scores						
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Student Growth Scores for the New	1%	10%	26%	64%			
	Teachers by LDOE Teacher	170	1070	2070	0470			
	Effectiveness Levels							
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2012-13, 2013-14,	3.3 (n=105)						
	& 2014-15) and Number of Scores							
(Please examine the 2016	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 2012-	•	eacher Effectiveness Le		ı			
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	<i>Professional Practice Scores</i> for the	0%	6%	50%	45%			
	New Teachers by LDOE Teacher							
	Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2012-13, 2013-14, & 2014-							
Skill	15) and Number of Scores for New	3.4 (n=105)						
	Teachers with Less than Two Years							
(Please examine the 2016	of Teaching							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
interpret the meaning of these	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Final Evaluation Scores for the New	1%	5%	45%	50%			
	Teachers by LDOE Teacher							
	Effectiveness Levels							
State Value Added Scores	Content Areas	•	er of Scores, & Effective					
for Growth in Student		Twenty-five or More New Teachers with Less Than Two Years of Taught During 2014-15 (3-to 5-Year Averages)						
Learning for New	Mathematics							
Teachers in Grades 4-8	(Note: A Mean score could not be	N/A (n=N/A)						
with Less than Two Years	determined this year to calculate 3- to 5-							
of Teaching by Content	year averages due to differences in cut-off scores for new assessments. Percentages of	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Areas (Twenty-five or	individual scores within effectiveness levels	N/A%	N/A%	N/A%	N/A%			
More New Teachers)	could be determined.)							
(Places everying the 2016	Science	N/A (n=N/A)						
(Please examine the 2016 Louisiana Teacher Preparation								
Data Fact Book to accurately				1				
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	6 116 1	N/A%	N/A%	N/A%	N/A%			
scores./	Social Studies		N/A%		N/A%			
Scores.y	Social Studies		N/A%	N/A% n=N/A)	N/A%			
Scores.y	Social Studies	N/A%	N/A% N/A (n=N/A)				
scores./	Social Studies	N/A%	N/A% N/A (Effective Emerging	n=N/A) Effective Proficient	Highly Effective			
scores./		N/A%	N/A% N/A (n=N/A)				
Scores.y	Social Studies English/Language Arts/Reading (Note: A Mean score could not be	N/A%	N/A% N/A (Effective Emerging N/A%	n=N/A) Effective Proficient N/A%	Highly Effective			
Scores.y	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A%	N/A% N/A (Effective Emerging N/A%	n=N/A) Effective Proficient	Highly Effective			
scores.y	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off	N/A% Ineffective N/A%	N/A% N/A (Effective Emerging N/A% N/A	n=N/A) Effective Proficient N/A% (n=25)	Highly Effective N/A%			
Scores.y	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A%	N/A% N/A (Effective Emerging N/A%	n=N/A) Effective Proficient N/A%	Highly Effective			