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 INFORMATION										
Program Web Site		http://education.nsula.edu/								
Approval/Accreditation					nes of Agencies				Status	
		State: Board of Elementary and Secondary Education (BESE)							Approved	
		State: Board of							Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges						Accredited		
		(SACSCOC)								
		National: Natio					•	• • • • • • • • • • • • • • • • • • • •	Accredited	
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator								
		Preparation								
Type of Prograi	m	Alternate (Practitioner Teacher Program, Master of Arts in Teaching, & Certification Only)								
			CANDI	DATE SELECT	TION PROFIL	E				
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2012-13)							100%	
		Median GPA of Candidates Entering the Program (2012-13)							2.99	
		Median GPA of Candidates Completing the Program (2012-13)							3.78	
			Number of Candidates who Started but Did not Complete the Program Within 6							
		Years (by 2012-	Years (by 2012-13)							
Teaching Prom	ise	Data not yet av	Data not yet available.							
Candidates/		Candidates	Enrolled Complete		eters	Total				
Completer	Completer			188		67		255		
Diversity		Enrolled	Males			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	KNOWLEDGE 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								
Cimital Expensions		Student Clock Hours of Clinical Experiences Prior to Student Teaching						N/A		
		Teaching	Clock Hours of Clinical Experiences During Student Teaching Number of Weeks Clock Hours					Total Number of Clock Hours		
			per Week N/A N/A N/A				N/A			
Licensure Requirements									100%	
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 Dec		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, ar							Available	
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		2008-09 Con Number of	-	hing in Public S Number &	Number 8		.009-10, 2010-11 Number &	Number &	, and 2013-14 Number &	
		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

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Practitioner Teacher Program Alternate Teacher Preparation Program

PERFORMAN	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO YI	EARS OF TEACHING	1		
Impact on	ACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Outcome Mean & Number of Scores						
K-12 Students	Mean Compass Student Outcome Score (2012-13 & 2013-14) and	3.0 (n=56)					
	Number of Scores for All New	5.5 (55)					
(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	Compass Professional Practice 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	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-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
scores.)	13 & 2013-14 Compass Professional	Ineffective 2%	Effective Emerging 11%	Effective Proficient 63%	Highly Effective 25%		
	Practice Scores for the New	2/0	11/0	03/6	23/6		
	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) 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-	Compass Teacher Effectiveness Levels for Final Evaluation 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	7%	7%	64%	21%		
	Teachers by LDOE Teacher						
	Effectiveness Levels						
State Value Added Scores	Effectiveness Levels	Mean, Numb	er of Scores, & Effective	eness Levels for Value-A	added Scores of		
State Value Added Scores for New Teachers in	1	Twenty-five or	More New Teachers wi	th Less Than Two Years	of Teaching who		
	Content Areas	Twenty-five or	More New Teachers wi during 2009-20, 2010-1	th Less Than Two Years 11, 2011-12, 2012-13, or	of Teaching who		
for New Teachers in	Effectiveness Levels	Twenty-five or	More New Teachers wi during 2009-20, 2010-1	th Less Than Two Years	of Teaching who		
for New Teachers in Grades 4-10 with Less	Content Areas	Twenty-five or Taught	More New Teachers wi during 2009-20, 2010-1 0.1 (th Less Than Two Years 11, 2011-12, 2012-13, or n=31)	of Teaching who r 2013-14		
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or	Content Areas	Twenty-five or	More New Teachers wi during 2009-20, 2010-1	th Less Than Two Years 11, 2011-12, 2012-13, or	of Teaching who		
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content	Content Areas Mathematics	Twenty-five or Taught Ineffective	More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29%	of Teaching who 2013-14 Highly Effective		
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)	Content Areas	Twenty-five or Taught Ineffective	More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient	of Teaching who 2013-14 Highly Effective		
for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or	Content Areas Mathematics	Twenty-five or Taught Ineffective	More New Teachers with during 2009-20, 2010-1 0.1 (Effective Emerging 52%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29%	of Teaching who 2013-14 Highly Effective		
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	Content Areas Mathematics	Twenty-five or Taught Ineffective 3%	More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30)	Highly Effective		
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	Content Areas Mathematics	Twenty-five or Taught Ineffective 3% Ineffective	More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient	Highly Effective		
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	Content Areas Mathematics Science	Twenty-five or Taught Ineffective 3% Ineffective	More New Teachers wi during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50%	th Less Than Two Years 11, 2011-12, 2012-13, or n=31) Effective Proficient 29% n=30) Effective Proficient 27%	Highly Effective 16% Highly Effective 20%		
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	Content Areas Mathematics Science	Ineffective 3% Ineffective 3%	More New Teachers will during 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging	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	Highly Effective 20% Highly Effective 20%		
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	Content Areas Mathematics Science Social Studies	Ineffective 3% Ineffective 3%	More New Teachers will during 2009-20, 2010-1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.	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	Highly Effective 16% Highly Effective 20%		
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	Content Areas Mathematics Science	Ineffective 3% Ineffective 3%	More New Teachers will during 2009-20, 2010-1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.1 (0.	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	of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective		
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	Content Areas Mathematics Science Social Studies	Ineffective 3% Ineffective 3% Ineffective N/A	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	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)	of Teaching who r 2013-14 Highly Effective 16% Highly Effective 20% Highly Effective N/A		
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	Content Areas Mathematics Science Social Studies	Ineffective 3% Ineffective 3% Ineffective N/A	More New Teachers wilduring 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5 (Effective Emerging N/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)	Highly Effective 20% Highly Effective 20% Highly Effective N/A Highly Effective		
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	Content Areas Mathematics Science Social Studies	Ineffective 3% Ineffective 3% Ineffective N/A	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	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)	Highly Effective 20% Highly Effective 20%		
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	Content Areas Mathematics Science Social Studies	Ineffective 3% Ineffective 3% Ineffective N/A	More New Teachers wilduring 2009-20, 2010-1 0.1 (Effective Emerging 52% 1.1 (Effective Emerging 50% N/A (Effective Emerging N/A -0.5 (Effective Emerging N/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)	Highly Effective 20% 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

PFRFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	FARS OF TEACHING	:)			
Impact on	ACHERS WITH LESS THAN TWO YEARS OF TEACHING) Compass Student Outcome Mean & Number of Scores							
K-12 Students	•		3.3 (n=80)					
	Number of Scores for All New	3.3 (11 00)						
(Please examine the 2015	Teachers with Less than Two Years							
Louisiana Teacher Preparation	of Teaching	Compass Teacher Effectiveness Levels for Student Outcome Scores						
Data Fact Book to accurately	Percentage and Number of 2012-							
interpret the meaning of these scores.)	13 and 2013-14 Compass Student	Ineffective						
300703.7	Outcome Scores for the New	meneetive	Effective Efficigning	Enective Frontiern	Ingilly Elicetive			
	Teachers by LDOE Teacher	3%	8%	36%	54%			
	Effectiveness Levels							
Demonstrated Teaching			Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2012-13 & 2013-	3.2 (n=80)						
	14) and Number of Scores for All	5.2 (n=00)						
(Please examine the 2015	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 2012-	mber of 2012- Compass Teacher Effectiveness Levels for Professional Practice Score						
scores.)	13 & 2013-14 Compass Professional	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Practice Scores for the New	0%	6%	64%	30%			
	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) and	3.3 (n=80)						
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- Compass Teacher Effectiveness Levels for Final Evaluation S							
Data Fact Book to accurately	Percentage and Number of 2012-	•						
interpret the meaning of these	13 & 2013-14 Compass Final	Ineffective 3%	Effective Emerging 6%	Effective Proficient 54%	Highly Effective 38%			
scores.)	Evaluation Scores for the New	376	076	34/0	3676			
	Teachers by LDOE Teacher							
	Effectiveness Levels							
State Value Added Scores	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 who Taught during 2011-12, 2012-13, or 2013-14						
for New Teachers in								
Grades 4-10 with Less	Mathematics							
than Two Years of	- Wathernaties	N/A (n=N/A)						
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Areas (Twenty-five or More New Teachers)		N/A	N/A	N/A	N/A			
Word New Teachers,	Science	N/A (n=N/A)						
(Please examine the 2015 Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately		N/A	N/A	N/A	N/A			
interpret the meaning of these	Social Studies	N/A (n=N/A)						
scores.)		· • • • • • • • • • • • • • • • • • • •						
		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.							