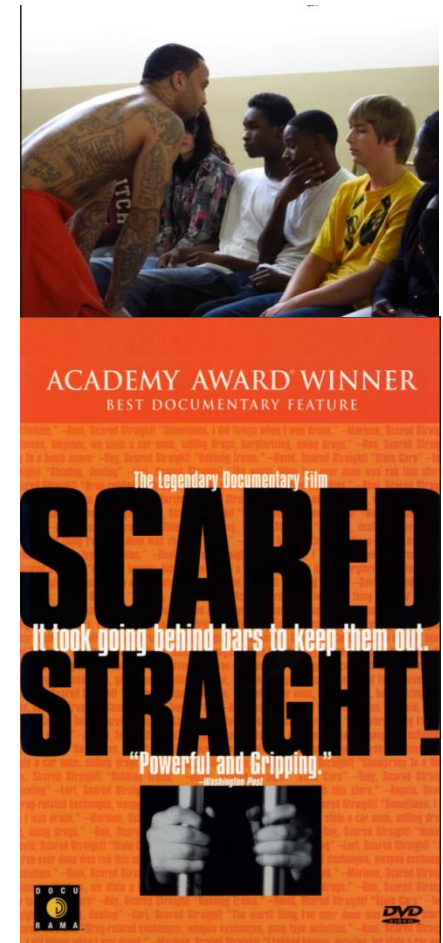*Draft recommendations for Commission review*

More than the Numbers
State Policy on Data to Inform Teacher Preparation

Lessons from our June Meeting

✓ Data and Evidence Matter
  – Don't make the Scared Straight mistake
  – Program <u>caused</u> 13 percent more crimes to be committed

✓ We can't wait for definitive research

✓ Promising Practices
  – Smart data practices
  – Rich clinical experiences (student teaching)
  – State certification of teachers

ACADEMY AWARD WINNER
BEST DOCUMENTARY FEATURE

The Legendary Documentary Film

SCARED

It took going behind bars to keep them out.

STRAIGHT!

"Powerful and Gripping."
—Washington Post

DOCU RAMA

DVD

Lack of Data Creates Problems

Without robust and accessible data systems, anecdote substitutes for evidence, and there is little basis to inform improvement discussions:

- Within and among preparation programs,
- Between preparation programs and the school districts in which their graduates teach, or
- Between preparation programs and accreditation and regulatory agencies.

State policymakers lack evidence on which to base teacher licensure, preparation program approval and accountability and researchers are unable to explore best practices.

Smart Data: December Meeting Recap

December Speakers	Main Themes
Ben Riley	Common indicators, outcome measures (retention, achievement, observation)
Alisa Chapman	UNC Educator Quality Dashboard for research and program improvement
Jamie Woodson	Transparent information is a tool for programs, policymakers and candidates
Cassandra Herring	Power of data (and Fitbits) in modifying behavior
Chris Minnich	Data systems to support continuous improvement of educator preparation

Promising Data Systems Practices

✓ Track teachers as they graduate from preparation programs

✓ Focus on outcome measures

✓ Develop systems to break down data silos

✓ Data should be accessible and transparent

"The dashboard provided the impetus for us to better understand how we could improve our mathematics teacher education programs. It helped us make the case that we need to do better. We are building a culture that uses data for improvement."

— Ellen McIntyre, Dean, UNC Charlotte College of Education

Recommendation 1

Synthesize data for teacher education from various state and local agencies

Data should be based on common definitions and formats, preferably shared across states. These data should include:

- Program data on admissions requirements, course requirements, qualifications of graduates (e.g., licensure field or certification exam scores), demographic attributes of graduates

- Teacher placement data on assignments and student socio-demographic attributes of first position

- Teacher outcomes data on measured teaching effectiveness and teacher retention during first five years

Recommendation 2

Disseminate data widely, tailored to needs of specific audiences

- Provide the public with general information: a description of the performance of teacher preparation programs on basic performance measures, the graduates of teacher preparation programs, their job placements, and their retention rates in education over five years;

- Provide preparation programs with data and information that facilitates the management and improvement of teacher preparation;

- Provide state policymakers with information on the performance of the teacher preparation programs based on the performance of program graduates.

Recommendation 3

Empower change through the use of data

Pursue and implement ways to help teacher preparation programs and school districts analyze, discuss and use the data to improve teacher preparation to meet state performance benchmarks.

For example, states may create an advisory board composed of representatives from the state department of education, teacher preparation programs and school districts to insure meaningful discussions of program improvement.

Teacher preparation data systems are much more than the numbers

Well-designed, informative data systems embedded in a network of the state department of education, teacher preparation programs and school districts provide the basis for meaningful improvement in teacher education.

The Commission recognizes that such systems may lead to improvements in many programs but that ultimately programs will need to be held accountable to performance benchmarks. The outcome measures that form the basis for performance benchmarks are an integral part of data systems.

The Commission's final report will return to the broader issue of teacher preparation program accountability based on performance benchmarks.

Chart 1
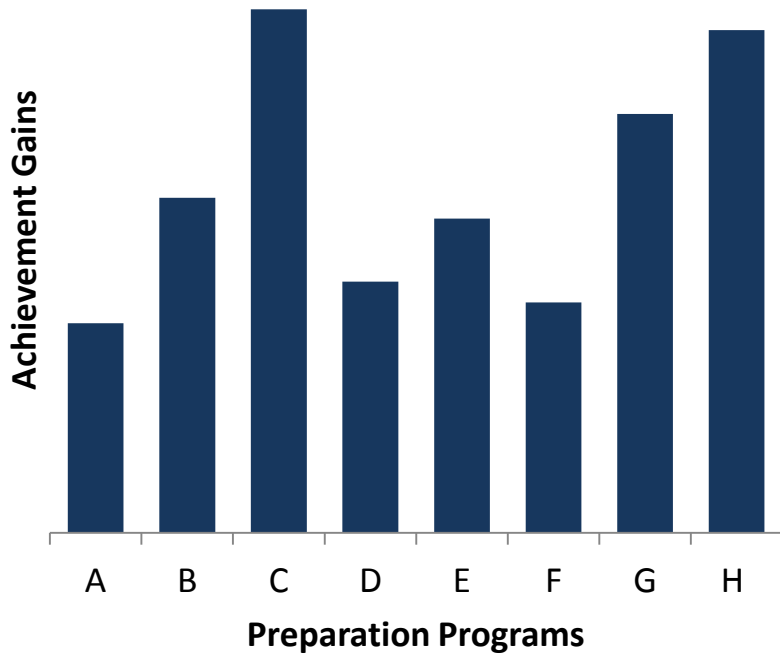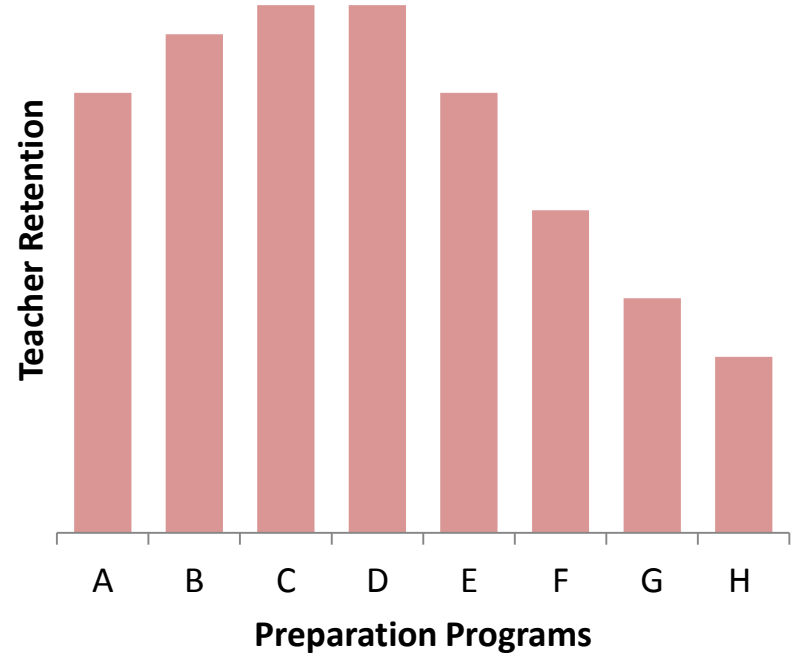**Average Student Achievement by Preparation Program**

Achievement Gains

Preparation Programs

A B C D E F G H

Chart 2
Average Teacher Retention by Preparation Program

Teacher Retention

Preparation Programs

A B C D E F G H

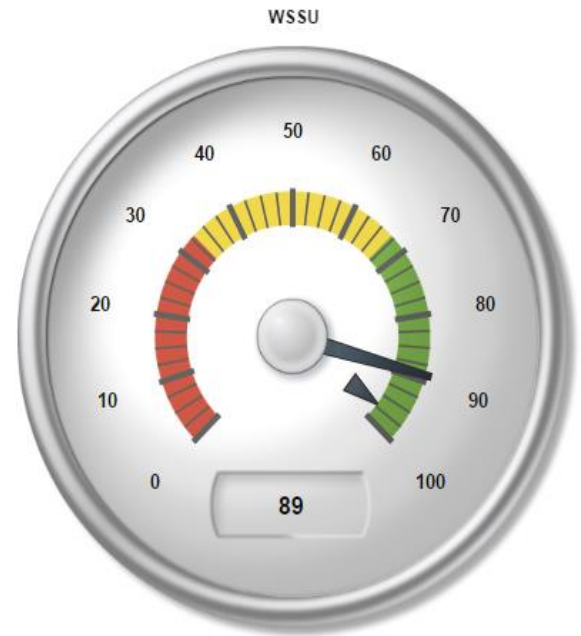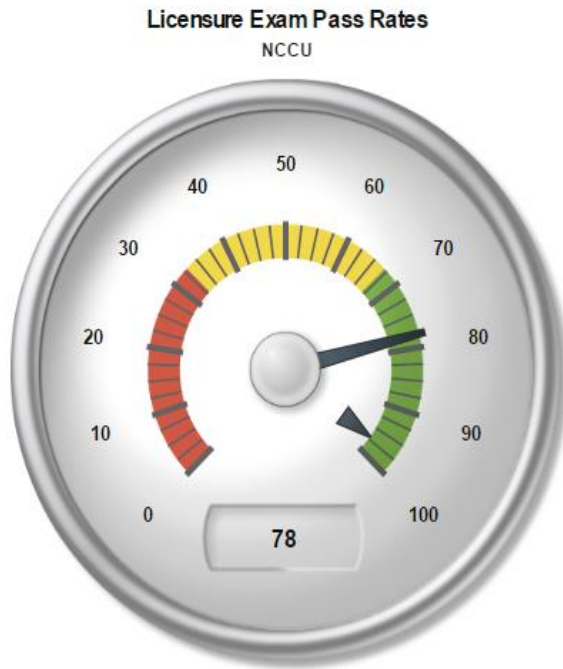## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
Louisiana State University and A&M College
Prepared by Louisiana Board of Regents & Louisiana State University System
Public University Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Web Site	http://uiswcmsweb.prod.lsu.edu/education/	
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 (SACSCOC)	Accredited
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation	Accredited
Type of Program	Traditional (Undergraduate)	

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2012-13)					100%	
	Median GPA of Candidates Entering the Program (2012-13)					3.11	
	Median GPA of Candidates Completing the Program (2012-13)					3.32	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)					Data Not Yet Available	
Teaching Promise	Data not yet available.						

Candidates/ Completer Diversity	**Candidates (2012-13)**	**Enrolled**		**Completers**		**Total**	
		833		240		1073	
	Enrolled Gender	**Males**		**Females**			
		135		698			
	Enrolled Race	**Hispanic**	**Indian**	**Asian**	**Black**	**Islander**	**White** / **Multi-Racial**
		35	3	11	57	1	710 / 12

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	Content	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 Experiences	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			180
		Clock Hours of Clinical Experiences During Student Teaching	**Number of Weeks**	**Number of Clock Hours per Week**	**Total Number of Clock Hours**
			14	35	490

Licensure Requirements	Number and Percentage of 2012-13 Completers That Meet State Licensing Requirements	100%
Completer Rating	Data Not Yet Available	

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14					50% (n■120)
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach					Data Not Yet Available
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	**2008-09 Completes Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14**					
	Number of 2008-09 Completers	**Number & Percentage Teaching in 2009-10**	**Number & Percentage Teaching in 2010-11**	**Number & Percentage Teaching in 2011-12**	**Number & Percentage Teaching in 2012-13**	**Number & Percentage Teaching in 2013-14**
	100% (n■151)	52% (n■79)	50% (n■76)	47% (n■71)	46% (n■69)	49% (n■74)
Placement/Persistence in High-Need Subjects/Schools	Data Not Yet available					

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students

(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Mean Compass Student Outcome Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching

Compass Student Outcome Mean & Number of Scores

3.2 (n■409)

Percentage and Number of 2012-13 and 2013-14 Compass *Student Outcome* Scores for the New Teachers by LDOE Teacher Effectiveness Levels

Compass Teacher Effectiveness Levels for Student Outcome Scores

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
2%	14%	34%	50%

Demonstrated Teaching Skill

(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Mean *Compass Professional Practice* Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching

Compass Professional Practice Mean & Number of Scores

3.0 (n■409)

Percentage and Number of 2012-13 & 2013-14 *Compass Professional Practice Scores* for the New Teachers by LDOE Teacher Effectiveness Levels

Compass Teacher Effectiveness Levels for Professional Practice Scores

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
1%	17%	65%	17%

Overall Impact and Demonstrated Teaching Skill

(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)

Mean *Compass Final Evaluation* Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching

Compass Final Evaluation Mean & Number of Scores

3.0 (n■409)

Percentage and Number of 2012-13 & 2013-14 *Compass Final Evaluation Scores* for the New Teachers by LDOE Teacher Effectiveness Levels

Compass Teacher Effectiveness Levels for Final Evaluation Scores

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
3%	14%	60%	24%

State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)

(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these 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

Mathematics

1.1 (n■77)

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
10%	35%	35%	20%

Science

0.0 (n■57)

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
11%	33%	37%	19%

Social Studies

-0.3 (n■57)

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
4%	51%	33%	12%

English/Language Arts/Reading

-2.1 (n■81)

Ineffective	Effective Emerging	Effective Proficient	Highly Effective
12%	53%	25%	10%

K-12 Student Perceptions

Data Not Yet Available.

Licensure Exam Pass Rates

NCA&T

100

NCCU

78

WSSU

89
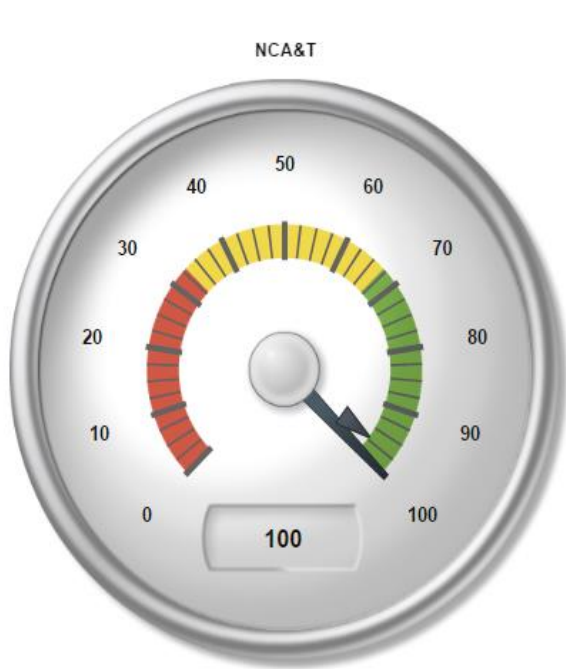
For the best visual results, the number of selections has been limited to four for the visual above.

Licensure Exam Pass Rates

Program ▼	Traditional			
Academic Year ▲	2012-13			
Campus ▲	Number Taking Exam	Number Passing Exam	Pass Rate	State Pass Rate
Appalachian State University	68	66	97	97
East Carolina University	340	330	97	97
Elizabeth City State University	21	17	81	97
Fayetteville State University	33	30	91	97
NC A&T State University	23	23	100	97
NC Central University	18	14	78	97
NC State University	68	68	100	97
UNC-Asheville	31	31	100	97
UNC-Chapel Hill	36	36	100	97
UNC-Charlotte	248	248	100	97