Contact Information

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Region: Southeast

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Program Completers

233

Number of candidates who completed this teacher preparation program from 2016-2017 through 2018-2019.
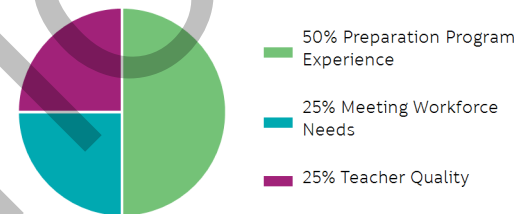
Certification Areas offered

- Art
- Elementary Education
- English/Language Arts
- Health/Physical Education
- Mathematics
- Music
- Science
- Social Studies
- Special Education

OVERALL QUALITY RATING AND SCORE

QUALITY RATING	QUALITY SCORE
Level 2: Needs Improvement	2.3 out of 4.0
Average Quality Score (Undergraduate Pathways) 2.1 out of 4.0	

SCORE WEIGHTING

- 50% Preparation Program Experience
- 25% Meeting Workforce Needs
- 25% Teacher Quality

The overall quality rating and score is comprised of three domains: Preparation Program Experience, Meeting Educator Workforce Needs, and Teacher Quality.

The profile methodology document details the methodology for calculating the overall rating and score.

DOMAIN RATINGS AND SCORES

PREPARATION PROGRAM EXPERIENCE

Measures the quality of candidate selection, coursework, clinical placement, and program performance management, as determined by an on-site review.

Average Domain Score (Undergraduate Pathways)   2.1 out of 4.0

DOMAIN RATING
Level 2: Needs Improvement
DOMAIN SCORE*
2 out of 4

ON-SITE REVIEW RATING

Most Recent On-Site Review: Spring 2016

Programs Reviewed: Elementary Education

Quality of Candidate Selection	Quality of Coursework	Quality of Clinical Placement	Quality of Performance Management
2 out of 4	2 out of 4	2 out of 4	2 out of 4

The overall on-site review score is calculated by averaging the four domain scores and rounding to the nearest whole number.

MEETING EDUCATOR WORKFORCE NEEDS

Cohorts of program completers included: 2016-2017, 2017-2018, and 2018-2019

Measures the extent to which the program is meeting Louisiana's educator workforce needs by placing teacher candidates in high-need schools and preparing candidates in high-need certification areas.
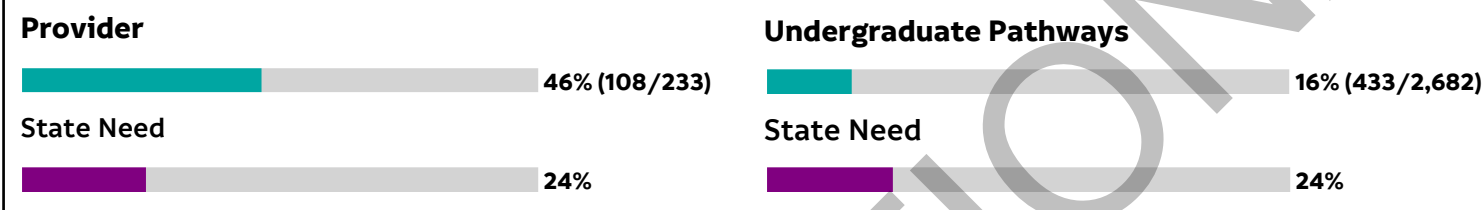
Average Domain Score (Undergraduate Pathways)   2.0 out of 4.0

DOMAIN RATING

Level 3: Effective

DOMAIN SCORE*

3.0 out of 4.0

PERCENTAGE OF PROGRAM COMPLETERS IN HIGH-NEED CERTIFICATION AREAS

Provider

46% (108/233)

State Need

24%

Undergraduate Pathways

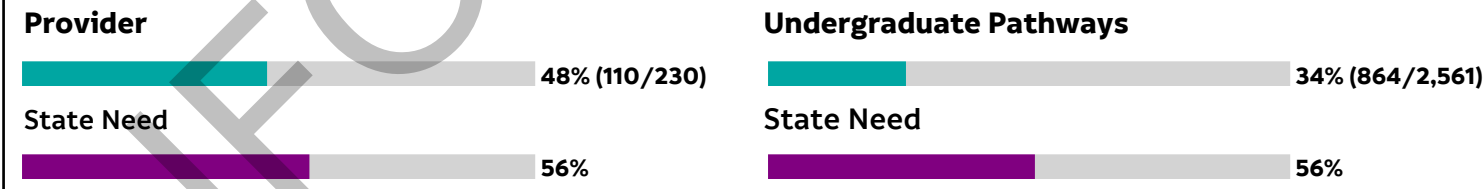16% (433/2,682)

State Need

24%

Louisiana's high-need certification areas are special education and middle/secondary mathematics and science.

PERCENTAGE OF PROGRAM COMPLETERS IN EACH HIGH-NEED CERTIFICATION AREAS

Provider

- 2% (5/233) Middle/Secondary Mathematics
- 3% (8/233) Middle/Secondary Science
- 41% (95/233) Special Education
- 54% (125/233) All Other Certification Areas (Not High-Need)

Undergraduate Pathways

- 5% (135/2,682) Middle/Secondary Mathematics
- 3% (71/2,682) Middle/Secondary Science
- 8% (227/2,682) Special Education
- 84% (2,249/2,682) All Other Certification Areas (Not High-Need)

PERCENTAGE OF PROGRAM COMPLETERS IN HIGH-NEED SCHOOLS

Provider

48% (110/230)

State Need

56%

Undergraduate Pathways

34% (864/2,561)

State Need

56%
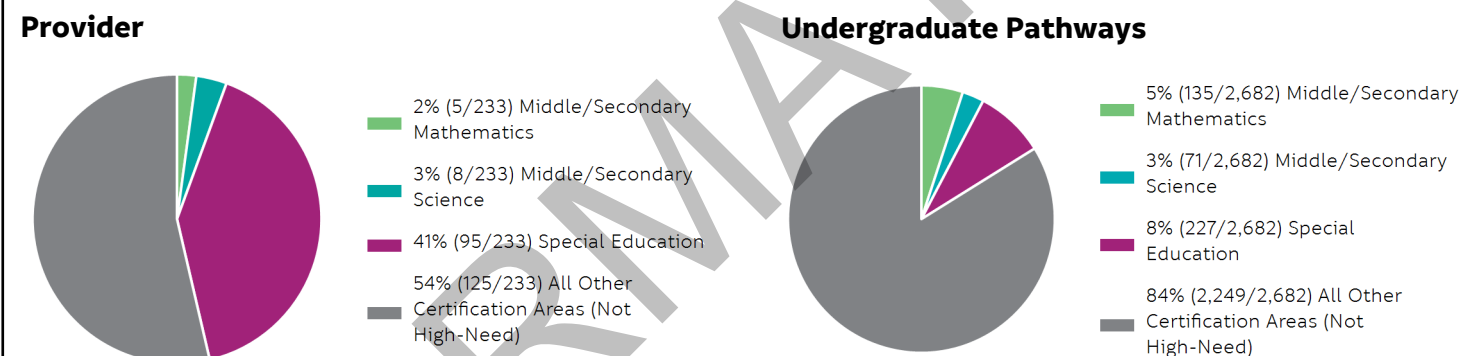
The high-need schools for quality rating system spreadsheet documents Louisiana's high-need schools approved by BESE.

TEACHER QUALITY

Cohorts of program completers included: 2015-2016, 2016-2017, and 2017-2018

Measures the impact of each program's pathway on K-12 student outcomes, based upon the value-added results of program completers during their first year of employment. Teacher value-added results are limited to grades and subjects with state-administered assessments.
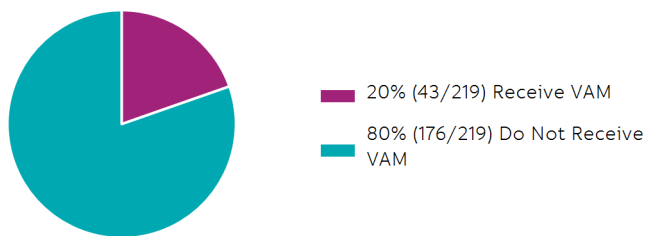
Average Domain Score (Undergraduate Pathways)   2.0 out of 4.0

DOMAIN RATING

Level 2: Needs Improvement

DOMAIN SCORE

2.0 out of 4.0

PERCENTAGE OF PROGRAM COMPLETERS WITH VALUE-ADDED DATA (VAM)

Provider

- 20% (43/219) Receive VAM
- 80% (176/219) Do Not Receive VAM

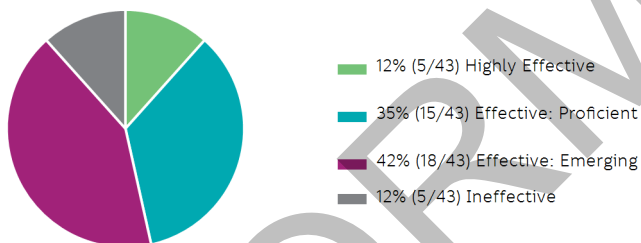**Undergraduate Pathways**

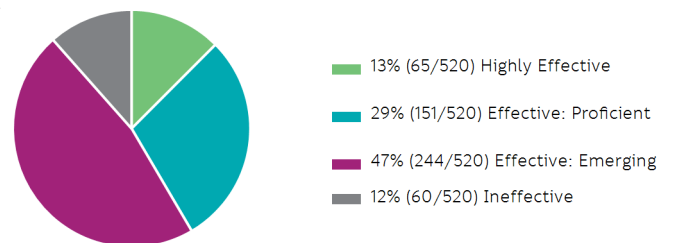- 18% (520/2,824) Receive VAM
- 82% (2,304/2,824) Do Not Receive VAM
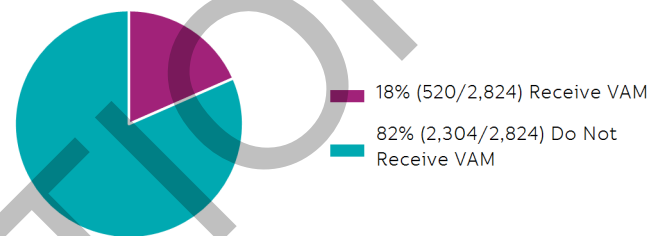
The value-added frequently asked questions document details the grades and subjects of which value-added results are generated. Pathways with fewer than ten program completers with value-added data do not receive a teacher quality rating.

VALUE-ADDED EFFECTIVENESS LEVELS OF PROGRAM COMPLETERS

Provider

- 12% (5/43) Highly Effective
- 35% (15/43) Effective: Proficient
- 42% (18/43) Effective: Emerging
- 12% (5/43) Ineffective

Undergraduate Pathways

- 13% (65/520) Highly Effective
- 29% (151/520) Effective: Proficient
- 47% (244/520) Effective: Emerging
- 12% (60/520) Ineffective

The teacher quality index score for Nicholls State University: Undergraduate is 73.3. This index score correlates to a teacher quality rating of Level 2: Needs Improvement.

The teacher quality rating uses all program completers with value-added data. If program completers in out-of-field certification areas were excluded, the index score would be 73.1 and the rating would be Level 2: Needs Improvement.

The value-added report details the methodology for producing value-added ratings.

Which institutions receive performance profiles?

Every institution approved by the Board of Elementary and Secondary Education to train teachers for initial certification receives a performance profile. Each institution receives one performance profile for all undergraduate programs (e.g. the undergraduate pathway) and one performance profile for all post-baccalaureate programs (e.g. the post-baccalaureate pathway). Pathways must have at least ten completers over a three-year period to receive a performance profile.

How is the quality rating calculated?

Please visit this link for a detailed methodology of how the domains and overall teacher quality rating are calculated: https://bit.ly/louisianateacherprepmethodology

Who is included in this report?

The Meeting Educator Workforce Needs domain contains all teacher candidates who completed a teacher preparation program in Louisiana during academic years 2016-2017, 2017-2018, and 2018-2019. Candidates who completed an add-on certification are also included in the high-need certification areas calculation of the Meeting Educator Workforce Needs domain. The Teacher Quality domain contains all teacher candidates who completed a teacher preparation program in Louisiana during academic years 2015-2016, 2016-2017, and 2017-2018.

What data are used in this report?

- Classification of Instruction Programs (CIP) Curriculum
- Database (CUR)
- Profile of Educational Personnel Database (PEP)
- Self-reported data from teacher preparation providers
    - High-need schools for district-based providers
    - High-need certification areas for district-based providers
    - Number of school system partnerships
    - Number of education dual-enrollment courses
    - Number of students enrolled in dual enrollment coursework in prior year
    - Educational leader programs offered
- Teacher Certificate Management System (TCMS)

Definitions

Resident	• An undergraduate teacher candidate who completed a one-year teaching residency or any student teaching. • A post-baccalaureate candidate who taught on a Practitioner's License or co-taught with another teacher of record.
High-Need Certification Areas	High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state, or for district-based providers, their district. High-need certification areas were established in 2017 and will be updated every four years.
High-Need Schools	High-Need Schools are defined as: • Schools with 75% or greater economically disadvantaged student population and/or minority student population • Schools that are geographically remote (greater than 25 miles from any teacher preparation provider) • Comprehensive Intervention Required schools • Virtual schools, residential/ detention centers, and schools/ programs operating with juvenile justice are excluded from this list.