

## 2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Nicholls State University

Prepared by Louisiana Board of Regents & University of Louisiana System

*Public Undergraduate Teacher Preparation Program*

### BASIC PROGRAM INFORMATION

<b>Program Web Site</b>	<a href="http://www.nicholls.edu/education/">http://www.nicholls.edu/education/</a>		
<b>Approval/Accreditation</b>	<b>Names of Agencies</b>		<b>Status</b>
	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 (CAEP)		Accredited	
<b>Type of Program</b>	Traditional (Undergraduate)		

### CANDIDATE SELECTION PROFILE

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2015-16)		100%				
	Median GPA of Candidates Entering the Program (2015-16)		3.00				
	Median GPA of Candidates Completing the Program (2015-16)		3.35				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2015-16)		Data Not Yet Available				
<b>Teaching Promise</b>	Data not yet available.						
<b>Candidates/Completer Diversity</b>	<b>Candidates (2015-16)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>	
		113		65		178	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
		18			95		
<b>Enrolled Race</b>	<b>Hispanic</b>	<b>Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Islander</b>	<b>White</b>	<b>Multi-Racial</b>
	2	0	1	9	0	101	0

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2015-16)		100%		
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)		100%		
	<b>Overall</b>	Completer Passage Rate on all Assessments (2015-16)		100%		
<b>Clinical Experiences</b>	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			180	
		Clock Hours of Clinical Experiences During Student Teaching	<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>	<b>Total Number of Clock Hours</b>	
	15		40	600		
<b>Licensure Requirements</b>	Number and Percentage of 2015-16 Completers That Meet State Licensing Requirements				100%	
<b>Completer Rating</b>	Data Not Yet Available					

### PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>	Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17					79% (n=51)	
	Percentage & Number of 2015-16 Completers That Obtained a License to Teach					Data Not Yet Available	
	<b>2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, &amp; 2016-17</b>						
	<i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Number of 2011-12 Completers</b>	<b>Number &amp; Percentage Teaching in 2012-13</b>	<b>Number &amp; Percentage Teaching in 2013-14</b>	<b>Number &amp; Percentage Teaching in 2014-15</b>	<b>Number &amp; Percentage Teaching in 2015-16</b>	<b>Number &amp; Percentage Teaching in 2016-17</b>
100% (n=102)		88% (n=90)	86% (n=88)	82% (n=84)	79% (n=81)	74% (n=75)	

*Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.*

# 2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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

<b>Impact on K-12 Students</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching	<b>Compass Student Outcome Mean &amp; Number of Scores</b>			
		3.1 (n=353)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		3% (n=10)	13% (n=44)	37% (n=129)	48% (n=170)
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		3.0 (n=353)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		0% (n≤10)	12% (n=41)	72% (n=254)	16% (n=58)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.1 (n=353)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		0% (n≤10)	14% (n=48)	61% (n=215)	25% (n=89)
<b>State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)</b>  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Content Areas</b>	<b>Mean, Number of Scores, &amp; Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15, 2015-16, and 2016-17</b>			
	<b>Mathematics</b>	-0.2 (n=30)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		3% (n≤10)	47% (n=14)	33% (n=10)	17% (n≤10)
	<b>Science</b>	-2.2 (n=13)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		15% (n≤10)	46% (n≤10)	15% (n≤10)	23% (n≤10)
	<b>Social Studies</b> <i>(Note: Data are not available – new assessments being developed.)</i>	N/A			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A	N/A	N/A	N/A
<b>English/Language Arts/Reading</b>	0.6 (n=24)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	0% (n≤10)	46% (n=11)	42% (n=10)	13% (n≤10)	