**CAEP Standard 4**

**Initial Program Completer Data; MEASURE 1**

**Nicholls State University**

**CAEP 2022 Annual Report**

**Measure 1: Initial Completer Program Effectiveness**

2020 Teacher Preparation Data Dashboards were prepared and distributed to EPP’s by the Louisiana Board of Regents (BoR) using Title II data for 2017-18 completers. In addition, Compass and value-added data have been provided in the dashboards for new teachers who taught during 2016-17, 2017-18, and 2018-19.

Due to COVID, Compass and value-added assessments were not administered during 2019-20 school year. Thus, Compass and value-added data do not exist for the academic year 2019-20. 2021 data dashboards will be provided to institutions during May 2022 but will only contain Title II data for 2018-19 completers and Retention data.

The Board of Regents will be working with the Louisiana Department of Education during the upcoming fiscal year to obtain Retention and Compass data to create a 2022 report containing Title 2 data for 2019-20 completers and Compass data for new teachers who taught during 2020-21. Value-added data will not be available due to student achievement data during 2020-21 serving as baselines to calculate future value-added scores in 2021-22.

Contribute to P-12 student-learning growth:

The EPP documents that program completers effectively contribute to P-12 student learning growth and effectively apply professional knowledge, skills and dispositions in the P-12 classroom through the benchmarked state Compass Student Growth Scores (for both undergraduate and post back candidates).

Compass is Louisiana’s educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance. Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement of student learning targets to generate the Compass Student Outcome score and half of the evaluation is based on observations by teachers’ supervisors using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are combined to generate Compass Final Evaluation Scores that range from 1.00 to 4.00.

Compass data are reported to EPP’s through the Board of Regent’s Data Dashboards the 2019 Compass data were not generated “Due to discrepancies found in data used to calculate Growth in Student Learning Scores and Compass Teacher Evaluation Scores for new teachers completing individual teacher preparation programs.” 2020 Compass data were recently released. The *Undergraduate* Compass Student Outcome Mean Score remained consistent in 2016 and in 2017 at 3.2 with a slight decline to 3.1 in 2018. 2019 scores were not released but as the **2020** Mean score is a **2.9** (N = 295), the EPP theorizes that the 2019 score was a 3.0. This steady decline may be attributed to the 2017 transition to Tier One, Guided Curricula in the districts. This transition was abrupt and program completers did not receive training on scripts at the EPP level. The EPP has made a concerted effort to teach candidates best practices on how to write lesson plans aligned to standards and how to annotate and implement scripted plans. BoR has not released benchmarked mean scores but in the past, the EPP Student Learning Growth Scores were consistently higher than the state mean in program completers scoring *Effective Proficient* on Compass and consistently lower on the *Highly Effective* indicator than the state mean. The EPP’s program completers are impacting their students in a positive manner but according to Compass data, consistently not at the highest indicator. The EPP eagerly anticipates the 2019 and 2021 release of Compass scores benchmarked against 14 sister institutions to see if this trend continues or if major variables such as residency, adopting the NIET rubric, and Covid-19 impact student growth in new ways. The EPP hypothesizes that the 2020 adoption of the NIET (TAP) rubric and the alignment of the instruction to the rubric will have a positive impact on Compass Mean Scores.

The Post Baccalaureate programs have experienced relative consistency in their mean scores. The MAT Compass Student Outcome Mean Score continues to increase with a mean score of 2.9 in 2016 and 2017; 3.0 in 2018 and **3.1 in 2020**. The Compass Student Outcome Mean Score for the Certification Only program increased from 3.1 in 2016 to 3.3 in 2017 and 2018 while shifting back to **3.1 in 2020**. If the hypothesis that the state transition to guided curriculum impacted student outcome scores for undergraduate candidates, the same may be true of post bacc graduates who complete their programs as teachers of record in the classroom and have access to the district PD.

Apply professional knowledge, skills and dispositions in the P-12 Classroom:

The **Compass Professional Practice Score** for **undergraduate** candidates remains consistent at **3.0 in 2020** (3.0 in 2016, 2017, and 2018 with the benchmarked state score at 3.0 in 2016 and 2017 and 3.1 in 2018. This corresponds to the slight decline in the overall EPP mean score of the Student Learning and Growth Score in 2018. While this steady consistency is acceptable, the lack of positive growth is something for the EPP to consider. This may be indicative of the slight lag time in teaching methodology between the EPP and districts over the past two years with the K-12 schools move to tier one scripted curricula. The EPP has shifted methodology courses to include the development and implementation of both student centered standards aligned curricula with the annotation and implementation of scripted curricula in Math and ELA. As with the Student Learning Growth Scores, the Professional Practice Score for program completers is consistently higher than the state mean on the *Effective Proficient* indicator and consistently lower on the *Highly Effective* indicator than the state mean. The EPP’s program completers are scoring high on the proficient indicator but lower than the state norm on the highly effective indicator. The EPP awaits the 2021 data to determine if this trend remains consistent or if shifts to the program have improved performance in the field.

MAT Demonstrated Teaching Skill: Compass Professional Practice Mean increased from 3.1 in 2016, to 3.2 in 2017 and 2018 an **remained consistent at 3.2 in 2020,** while Alt Cert in the same domain increased from 3.0 in 2016 to 3.1 in 2017 and 2018 and **remained consistent at 3.1 in 2020**. MAT Overall Impact and Demonstrated Teaching Skill: Compass Final Evaluation Mean increased from 3.0 in 2016 to 3.1 in 2017 and 2018 and remained consistent at **3.1 in 2020** while Alt Cert increased from 3.1 in 2016 to 3.2 in 2017 to 3.3 in 2018 and decreased to **3.1 in 2020**. This relative consistency may be evidence of the shift in focus that has been placed on Alternate Programs following the 2015 NCATE site visit. The need for continued resources and growth in the alternate programs was also shared by the LDoE's Quality Rating System's onsite team in October 2019. The EPP's continued efforts to develop these alternate pathways.

With regard to Persistence Scores, in 2018 the EPP ranked 3rd out of 14 institutions with 74% of program completers who began teaching in 2011-2012 (N= 75) continuing to serve in the teaching profession 6 years post graduation (2016-2017). This percentage **remains consistent in 2020 with 75% of undergraduate teachers remaining in the profession and 73% of post back teachers remaining in the profession.** These percentages indicate that the EPP's program completers view teaching as a lifelong profession and are well prepared for the rigors of teaching evidenced by the vast majority who remain in the profession. These data do not include candidates teaching in private and charter schools which would increase the percentage substantially.

In order to disaggregate Compass scores, the EPP requested individual Compass scores from the Louisiana Department of Education and these will be shared with the EPP in July 2022. Presently, graduating candidates sign a consent form that is uploaded to the state website for EPP access to their scores in the first three years of teaching.









