

CAEP Standard 4

Initial Program Completer Data; MEASURE 1

Nicholls State University

CAEP 2024 Annual Report

Measure 1: Initial Completer Program Effectiveness

2021 Teacher Preparation Data Dashboards were prepared and distributed to EPP's by the Louisiana Board of Regents (BoR) using Title II data. This is the most current data available. 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. The most recent COMPASS data has been recently published by the BoR for completers in 2020-2021 and 2021-2022. Therefore, we will report on the last two years of COMPASS scores, as they have now been made accessible.

The Board of Regents released a 2022 report containing Title 2 data for 2020-2021 and 2021-2022 completers with their COMPASS data for new teachers who taught during 2020-21 and 2021-2022. Value-added data will not be available due to student achievement data during 2020-21 and 2021-2022 serving as baselines to calculate future value-added scores in 2022-23.

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 baccalaureate 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.

The *Undergraduate* COMPASS Student Outcome Mean Score in 2020-2021 were reported as having a mean score of 3.1 (N=19), while in 2021-2022 the mean scores were 2.9 (N=84). This dip in mean scores may have been a result of this group of students being affected by the pandemic and the restrictions on courses and internship sites that were in place for several years.

Due to COVID, the Louisiana Department of Education did not use COMPASS as a teacher evaluation tool and did not administer achievement tests to K-12 students during the 2019-20 academic year. The scores in 2020-2021 and 2021-2022 school years had a mean score of 3.1.

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. Due to COVID, the Louisiana Department of Education did not use COMPASS as a teacher evaluation tool and did not administer achievement tests to K-12 students during the 2019-20 academic year. Thus, COMPASS and value-added data are not available for the 2021 Teacher Preparation Data Dashboards. 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 2021-2022 COMPASS data released by the BoR had a mean score of 3.2 in 2020-2021 and a mean score of 3.1 in 2021-2022.

With regard to Persistence Scores, 91% of 2019-2020 undergraduate program completers (N=50) persisted in the teaching profession for 2021-2022. In addition, 87% of 2020-2021 undergraduate program completers (N=71) persisted in the teaching profession for 2021-2022.

With regard to Persistence Scores, 78% of 2019-2020 post bacc completers (N=7) persisted in the teaching profession for 2021-2022. In addition, 80% of 2020-2021 post bacc program completers (N=4) persisted in the teaching profession for 2021-2022. 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 2024. 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. The latest information from 2021 is available below.

2021 LOUISIANA TEACHER PREPARATION DATA DASHBOARD										
Nicholls State University										
Prepared by Louisiana Board of Regents & University of Louisiana System										
Undergraduate Teacher Preparation Program										
BASIC PROGRAM INFORMATION										
Program Website	http://www.nicholls.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 (CAEP)									Accredited	
Type of Program	Traditional (Undergraduate)									
CANDIDATE SELECTION PROFILE										
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2018-19)									100%
	Median GPA of Candidates Entering the Program (2018-19)									2.5
	Median GPA of Candidates Completing the Program (2018-19)									2.5
Candidates/ Completer Diversity	Candidates (2018-19)	Enrolled (Not Yet Completed)				Completers				Total
		209				78				287
	Total Gender	Males		Females		Other Gender		Not Reported		Total Gender
		37		250		0		0		287
	Total Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial	Not Reported	Total Race
9		2	1	11	0	251	11	2	287	
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS										
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2018-19)								100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2018-19)								100%
	Overall	Completer Passage Rate on all Assessments (2018-19)								100%
Clinical Experiences	New Option: Institution is Transitioning to One Year Residencies									Yes
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching							180	
		Clock Hours of Clinical Experiences During Student Teaching							270	
Licensure Requirements	Percentage of 2018-19 Completers That Meet State Licensing Requirements									100%
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS										
Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2018-19 Completers That Began Teaching in 2019-20									89% (n=69)
	2014-15 Completers Teaching in Public Schools in Louisiana in 2015-16, 2016-17, 2018-19, 2018-19, & 2019-20									
	Number of 2014-15 Completers	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17	Number & Percentage Teaching in 2017-18	Number & Percentage Teaching in 2018-19	Number & Percentage Teaching in 2019-20				
	100% (n=72)	81% (n=58)	79% (n=57)	78% (n=56)	79% (n=57)	78% (n=56)				
<i>(Please examine the 2021 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>										
PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)										
Due to COVID, the Louisiana Department of Education did not use COMPASS as a teacher evaluation tool and did not administer achievement tests to K-12 students during the 2019-20 academic year. Thus, COMPASS and value-added data are not available for the 2021 Teacher Preparation Data Dashboards.										

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.

2021 LOUISIANA TEACHER PREPARATION DATA DASHBOARD										
Nicholls State University										
Prepared by Louisiana Board of Regents & University of Louisiana System										
Alternate Teacher Preparation Program										
BASIC PROGRAM INFORMATION										
Program Website	http://www.nicholls.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 (CAEP)									Accredited	
Type of Program	Master of Arts in Teaching and Certification-Only Program									
CANDIDATE SELECTION PROFILE										
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2018-19)									100%
	Median GPA of Candidates Entering the Program (2018-19)									2.5
	Median GPA of Candidates Completing the Program (2018-19)									2.5
Candidates/ Completer Diversity	Candidates (2018-19)	Enrolled (Not Yet Completed)				Completers				Total
		35				24				59
	Total Gender	Males		Females		Other Gender		Not Reported		Total Gender
		16		43		0		0		59
	Total Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial	Not Reported	Total Race
0		1	0	4	0	51	2	1	59	
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS										
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2018-19)								100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2018-19)								100%
	Overall	Completer Passage Rate on all Assessments (2018-19)								100%
Clinical Experiences	Teaching Internships/Residencies are Offered									Yes
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching							180	
		Clock Hours of Clinical Experiences During Student Teaching							270	
Licensure Requirements	Percentage of 2018-19 Completers That Meet State Licensing Requirements									100%
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS										
Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2018-19 Completers That Began Teaching in 2019-20									83% (n=20)
	2014-15 Completers Teaching in Public Schools in Louisiana in 2015-16, 2016-17, 2018-19, 2018-19, & 2019-20									
	(Please examine the 2021 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	Number of 2014-15 Completers	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17	Number & Percentage Teaching in 2017-18	Number & Percentage Teaching in 2018-19	Number & Percentage Teaching in 2019-20			
	100% (n=37)	73% (n=27)	65% (n=24)	60% (n=22)	60% (n=22)	60% (n=22)				
PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)										
Due to COVID, the Louisiana Department of Education did not use COMPASS as a teacher evaluation tool and did not administer achievement tests to K-12 students during the 2019-20 academic year. Thus, COMPASS and value-added data are not available for the 2021 Teacher Preparation Data Dashboards.										

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