

CAEP Standard 4
Initial Program Completer Data; MEASURE 1
Nicholls State University
CAEP 2023 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 for 2018-19 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.

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 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 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. 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. 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. 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. 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.

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 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 and 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.

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. 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, 89% of 2018-2019 undergraduate program completers (N=69) persisted in the teaching profession in 2021. With regard to persistence scores for post bacc candidates, 83% (N=20) remained in the profession in 2021. 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 2023. 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.

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					
(Please examine the 2021 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		100% (n=72)	81% (n=58)	79% (n=57)	78% (n=56)	79% (n=57)	78% (n=56)					
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										
		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)		
(Please examine the 2021 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)												
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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