

## 2016 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>	http://www.nicholls.edu/education/		
<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 (2013-14)		100%				
	Median GPA of Candidates Entering the Program (2013-14)		3.00				
	Median GPA of Candidates Completing the Program (2013-14)		3.35				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years		Data Not Yet Available				
<b>Teaching Promise</b>	Data not yet available.						
<b>Candidates/Completer Diversity</b>	<b>Candidates (2013-14)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>	
		269		106		375	
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>		
	49			220			
<b>Enrolled Race</b>	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
	5	8	1	25	0	229	1

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2013-14)		100%		
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)		100%		
	<b>Overall</b>	Completer Passage Rate on all Assessments (2013-14)		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 2013-14 Completers That Meet State Licensure 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 2013-14 Completers That Were Teaching in 2014-15					79% (n=83)	
	Percentage & Number of 2013-14 Completers That Obtained a License to Teach					Data Not Yet Available	
<i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, &amp; 2014-15</b>						
	<b>Number of 2009-10 Completers</b>	<b>Number &amp; Percentage Teaching in 2010-11</b>	<b>Number &amp; Percentage Teaching in 2011-12</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>	
	100% (n=109)	65% (n=71)	69% (n=75)	64% (n=70)	66% (n=72)	65% (n=71)	
	<b>Placement/Persistence in High-Need Subjects/Schools</b>						
Data Not Yet available							

**2016 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 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Growth Score</i> (2012-13, 2013-14, & 2014-15) and Number of Scores for All New Teachers with Less than Two Years of Teaching	<b>Compass Student Growth Mean &amp; Number of Scores</b>			
		3.2 (n=463)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <i>Compass Student Growth Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Student Growth Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		2%	13%	33%	52%
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2012-13, 2013-14, & 2014-15) 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=463)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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>
		≤1%	12%	75%	13%
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2012-13, 2013-14, & 2014-15) 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=463)			
	Percentage and Number of 2012-13, 2013-14, & 2014-15 <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>
		2%	9%	65%	24%
<b>State Value Added Scores for Growth in Student Learning for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)</b>  <i>(Please examine the 2016 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 Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15 (3- to 5-Year Averages)</b>			
	<b>Mathematics</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=39)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		3%	44%	33%	21%
	<b>Science</b>	-1.1 (n=39)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		8%	46%	33%	13%
	<b>Social Studies</b>	-1.4 (n=38)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		11%	42%	26%	21%
<b>English/Language Arts/Reading</b> <i>(Note: A Mean score could not be determined this year to calculate 3- to 5-year averages due to differences in cut-off scores for new assessments. Percentages of individual scores within effectiveness levels could be determined.)</i>	N/A (n=50)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	8%	36%	36%	20%	