## 2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD Nicholls State University

## Prepared by Louisiana Board of Regents & University of Louisiana System Alternate Teacher Preparation Program

			ВА	SIC PROGRAM	INFORMATION	ON				
Program We	bsite	http://www.i	nicholls.ed	u/education/						
Approval/Accreditation		Names of Agencies							Status	
,		State: Board	of Elemen	tary and Secon	dary Education	on (BESE)			Approved	
		State: Board of Regents (BoR)							Approved	
		Regional: So	uthern Ass	ociation of Coll	eges and Sch	ools Commis	ssion on Colle	eges	Accredited	
		(SACSCOC)								
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited	
	Education Accreditation Council (TEAC); or Council for the Accreditation of Educator						ducator			
		Preparation (CAEP)								
Type of Prog	ram	Master of Art	s in Teach	ing and Certifi	cation-Only F	rogram				
			CA	NDIDATE SELE	CTION PROFI	LE				
Academic Strength		Completer Pa	ssage Rate	e on Praxis Skill	s Assessment	(2017-18)			100%	
		Median GPA	of Candida	tes Entering th	e Program (2	017-18)			2.9	
		Median GPA of Candidates Completing the Program (2017-18)						3.8		
Candidates/	Candidates/		Enrolled			Completers			Total	
Completer		(2017-18)		58	44			102		
Diversity		Enrolled	Males Females							
		Gender		19				39		
		Enrolled	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial	
		Race	3	2	0	3	0	48	2	
		KNO	NLEDGE A	ND SKILLS FOR	TEACHING O	F COMPLET	ERS			
Knowledge	Content	Completer Pa	ssage Rate	on Praxis Con	tent Assessm	ents (2017-1	.8)		100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)							100%	
	Overall	Completer Passage Rate on all Assessments (2017-18)							100%	
Clinical Expe	riences	Teaching Internships/Residencies are Offered							Yes	
·		Phase Out Option: Clock Hours of Clinical Experiences Prior to Student Teaching								
			otion:	Clock Hours of	Clinical Expe	riences Prio	r to Student 1	Гeaching	N/A	
		Student Teac	L.	Clock Hours of	•				N/A N/A	
Licensure Re	quirements	Student Teac	hing		Clinical Expe	riences Duri	ng Student T		•	
Licensure Re	•	Student Teac Percentage o	hing f 2017-18	Clock Hours of	Clinical Expe at Meet State	riences Duri Licensing Re	ng Student To equirements	eaching	N/A	
Licensure Re Entry and Pe	P	Student Teac Percentage o	hing f 2017-18 <mark>DUCTIVIT</mark>	Clock Hours of Completers Tha	Clinical Expe at Meet State ENT TO STAT	riences Duri Licensing Re E NEEDS OF	ng Student To equirements COMPLETER	eaching S	N/A	
	Persistence in	Student Teac Percentage o ROGRAM PRO Percentage &	hing f 2017-18 DUCTIVIT Number (	Clock Hours of Completers That AND ALIGNM	Clinical Expe at Meet State ENT TO STAT apleters That	riences Duri Licensing Ro E NEEDS OF Began Teach	ng Student To equirements COMPLETER ning in 2018-1	eaching  S 19	N/A 100% 82% (n=36)	
Entry and Pe	Persistence in Public	Student Teac Percentage o ROGRAM PRO Percentage & 2013-14 Number o	hing f 2017-18 DUCTIVITY Number of	Clock Hours of Completers Tha AND ALIGNM of 2017-18 Com Teaching in Public Number &	Clinical Expe at Meet State ENT TO STAT apleters That Schools in Loui Number &	riences Duri Licensing Ro E NEEDS OF Began Teach Siana in 2014-1 Num	ng Student To equirements COMPLETER ning in 2018-1 5, 2015-16, 2010 per &	eaching  S 19 6-17, 2017-18, 8 Number &	N/A 100% 82% (n=36) & 2018-19 Number &	
Entry and Pe Teaching in I Schools in Lo	Persistence in Public Puisiana	Student Teac Percentage o ROGRAM PRO Percentage & 2013-14	hing f 2017-18 DUCTIVITY Number of Completers of	Clock Hours of Completers Tha AND ALIGNM of 2017-18 Com Teaching in Public Number & Percentage	Clinical Expe at Meet State ENT TO STAT pleters That Schools in Loui Number & Percentage	Licensing Roman Research  E NEEDS OF Began Teach Siana in 2014-1 Num Perce	ng Student To equirements  COMPLETER hing in 2018-1 5, 2015-16, 2010 ber & Intage P	S 19 6-17, 2017-18, 8 Number & Percentage	N/A 100% 82% (n=36) & 2018-19 Number & Percentage	
Entry and Pe Teaching in I Schools in Lo	Persistence in Public puisiana	Student Teac Percentage o ROGRAM PRO Percentage & 2013-14 Number o	hing f 2017-18 DUCTIVITY Number of Completers of	Clock Hours of Completers Tha AND ALIGNM of 2017-18 Com Teaching in Public Number &	Clinical Expe at Meet State ENT TO STAT apleters That Schools in Loui Number &	Licensing Roman Research  E NEEDS OF Began Teach Siana in 2014-1 Num Perce	ng Student To equirements  COMPLETER hing in 2018-1 5, 2015-16, 2010 ber & Intage Ping in T	eaching  S 19 6-17, 2017-18, 8 Number &	N/A 100% 82% (n=36) & 2018-19 Number &	
Entry and Pe Teaching in I Schools in Lo	Persistence in Public puisiana ethe 2020 per Preparation	Student Teac Percentage o ROGRAM PRO Percentage & 2013-14	hing f 2017-18 DUCTIVITY Number of Completers of	Clock Hours of Completers Tha AND ALIGNM of 2017-18 Com Teaching in Public Number & Percentage Teaching in	Clinical Expe at Meet State ENT TO STAT pleters That Schools in Loui Number & Percentage Teaching in	E NEEDS OF Began Teach siana in 2014-1 Perce Teach 201	ng Student To equirements  COMPLETER hing in 2018-1 5, 2015-16, 2010 ber & Intage Ping in T	S 19 6-17, 2017-18, 8 Number & Percentage	N/A 100% 82% (n=36) & 2018-19 Number & Percentage Teaching in	
Entry and Pe Teaching in I Schools in Lo (Please examine Louisiana Teach	Persistence in Public Duisiana ethe 2020 per Preparation to accurately	Student Teac Percentage o  ROGRAM PRO Percentage &  2013-14 Complete	hing f 2017-18 DUCTIVITY Number of Completers of	Clock Hours of Completers That AND ALIGNM of 2017-18 Com Teaching in Public Number & Percentage Teaching in 2014-15	ECLINICAL EXPERT AND STATE OF	E NEEDS OF Began Teach siana in 2014-1 Perce Teach 201	ng Student To equirements  COMPLETER hing in 2018-2 5, 2015-16, 2010 ber & Intage Pring in To-17 %	S 19 6-17, 2017-18, 8 Number & Percentage leaching in 2017-18	N/A 100% 82% (n=36) & 2018-19 Number & Percentage Teaching in 2018-19	

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.

## 2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Nicholls State University

Prepared by Louisiana Board of Regents & University of Louisiana System

Master of Arts in Teaching Teacher Preparation Program

252522	Widster of Arts III reaching	_					
		EACHERS WITH LESS THAN TWO YEARS OF TEACHING)					
Impact on K-12 Students	Mean Compass Student Outcome Score (2016-17, 2017-18, 2018-19)	Compass Student Outcome Mean & Number of Scores			cores		
N 12 ottations	and Number of Scores for All New	3.1 (n=78)					
(Please examine the 2020	Teachers with Less than Two Years	3.12 ( 7.5)					
Louisiana Teacher Preparation  Data Fact Book to accurately	of Teaching						
interpret the meaning of these	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
scores.)	17, 2017-18, & 2018-19 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	New Teachers by LDOE Teacher	4%	12%	46%	39%		
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=36)	(n=30)		
Demonstrated Teaching	Mean Compass Professional	Com	Language Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2016-17, 2017-18,						
	2018-19) and Number of Scores for		2.21	(n=78)			
(Please examine the 2020	All New Teachers with Less than		5.2 (	(11–70)			
Louisiana Teacher Preparation	Two Years of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2016-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores		
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for the	0%	9%	57%	34%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=44)	(n=27)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores		
<b>Demonstrated Teaching</b>	Score (2016-17, 2017-18, 2018-19)						
Skill	and Number of Scores for New	3.2 (n=78)					
	Teachers with Less than Two Years						
(Please examine the 2020	of Teaching						
Louisiana Teacher Preparation  Data Fact Book to accurately	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective 0%	Effective Emerging 10%	Effective Proficient 65%	Highly Effective 25%		
scores.)	Final Evaluation Scores for the New	(n=≤10)	(n=≤10)	(n=50)	(n=20)		
	Teachers by LDOE Teacher	(11-210)	(11-210)	(11–30)	(11–20)		
	Effectiveness Levels						
State Value-Added	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During					
Scores for New Teachers		2016-17, 2017-18 and 2018-19					
in Grades 4-8 with Less than Two Years of	Mathematics	-1.5 (n=10)					
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Areas (Ten or More New		20%	30%	40%	10%		
Teachers)		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
	Science	N/A (n=N/A)					
(Please examine the 2020	(NO DATA – STATE	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Louisiana Teacher Preparation  Data Fact Book to accurately	TRANSITIONING TO NEW TEST)	N/A%	N/A%	N/A%	N/A%		
interpret the meaning of these	Social Studies	(n=N/A) (n=N/A) (n=N/A) (n=N/A)					
scores.)	Social Studies	N/A (n=≤10)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
	English / Language Auto/Deading	(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
	English/Language Arts/Reading	Im affection	,	n=14)	Highly Fff - 44		
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		0% (n=≤10)	36% (n=≤10)	36% (n=≤10)	29% (n=≤10)		

## 2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) Nicholls State University

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Certification-Only Teacher Preparation Program

DEDECORMAN	CE AS CLASSPOONATEACHERS (NEW TE	A CLIEDE MUTU	LECC THAN TWO Y	FARC OF TEACHING	2)		
	EACHERS WITH LESS THAN TWO YEARS OF TEACHING)  Compass Student Outcome Mean & Number of Scores						
Impact on K-12 Students  (Please examine the 2020 Louisiana Teacher Preparation	Mean Compass Student Outcome Score (2016-17, 2017-18, 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.0 (n=47)					
Data Fact Book to accurately	Percentage and Number of 2016-	Compass Teacher Effectiveness Levels for Student Outcome Scores					
interpret the meaning of these scores.)	17, 2017-18, & 2018-19 Compass Student Outcome Scores for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	New Teachers by LDOE Teacher Effectiveness Levels	6% (n=≤10)	13% (n=≤10)	43% (n=20)	38% (n=18)		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill  (Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately	Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for All New Teachers with Less than Two Years of Teaching	3.1 (n=47)					
interpret the meaning of these	Percentage and Number of 2016-	•	eacher Effectiveness Le	vels for Professional Pr			
scores.)	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels	0% (n=≤10)	13% (n=≤10)	62% (n=29)	26% (n=12)		
Overall Impact and	Mean Compass Final Evaluation	Co	mpass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching Skill (Please examine the 2020	Score (2016-17, 2017-18, 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching	3.1 (n=47)					
Louisiana Teacher Preparation	Percentage and Number of 2016-	Compas	Compass Teacher Effectiveness Levels for Final Evaluation Scores				
Data Fact Book to accurately interpret the meaning of these	17, 2017-18, & 2018-19 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	0%	15%	60%	26%		
	Teachers by LDOE Teacher Effectiveness Levels	(n=≤10)	(n=≤10)	(n=28)	(n=12)		
State Value-Added Scores for New Teachers in Grades 4-8 with Less	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of To or More New Teachers with Less Than Two Years of Teaching who Taught Dur 2016-17, 2017-18 and 2018-19					
than Two Years of	Mathematics			n=≤10)	T		
Teaching by Content		Ineffective		Effective Proficient	Highly Effective		
Areas (Ten or More New		N/A%	N/A%	N/A% (n=N/A)	N/A%		
Teachers)	Science	(n=N/A)	(n=≤10)		(n=N/A)		
		N/A (n=N/A)  Ineffective					
(-1	I (NO DATA — STATE	Inoffective			THE THE TIPE TIPE		
(Please examine the 2020	(NO DATA – STATE TRANSITIONING TO NEW TEST)	Ineffective N/A%	Effective Emerging N/A%				
Louisiana Teacher Preparation	(NO DATA – STATE TRANSITIONING TO NEW TEST)	N/A%	N/A%	N/A%	N/A%		
·	1 '	N/A% (n=N/A)	N/A% (n=N/A) N/A (	N/A% (n=N/A) n=≤10)	N/A% (n=N/A)		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	TRANSITIONING TO NEW TEST)	N/A% (n=N/A)	N/A% (n=N/A) N/A (	N/A% (n=N/A) n=≤10) Effective Proficient	N/A% (n=N/A)		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	TRANSITIONING TO NEW TEST)	N/A% (n=N/A) Ineffective N/A%	N/A% (n=N/A)  N/A (  Effective Emerging  N/A%	N/A% (n=N/A) n=≤10)  Effective Proficient N/A%	N/A% (n=N/A)  Highly Effective N/A%		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	TRANSITIONING TO NEW TEST)	N/A% (n=N/A)	N/A% (n=N/A)  N/A (  Effective Emerging  N/A% (n=N/A)	N/A% (n=N/A) n=≤10) Effective Proficient	N/A% (n=N/A)		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	TRANSITIONING TO NEW TEST)  Social Studies	N/A% (n=N/A) Ineffective N/A%	N/A% (n=N/A)  N/A (  Effective Emerging  N/A% (n=N/A)	N/A% (n=N/A) n=≤10)  Effective Proficient N/A% (n=N/A)	N/A% (n=N/A)  Highly Effective N/A%		
Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these	TRANSITIONING TO NEW TEST)  Social Studies	N/A% (n=N/A) Ineffective N/A% (n=N/A)	N/A% (n=N/A) N/A (  Effective Emerging N/A% (n=N/A) N/A (	N/A% (n=N/A) n=≤10)  Effective Proficient N/A% (n=N/A) n=≤10)	N/A% (n=N/A)  Highly Effective N/A% (n=N/A)		