

## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Nicholls State University

Prepared by Louisiana Board of Regents & University of Louisiana System

*Public University 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						Accredited	
<b>Type of Program</b>	Traditional (Undergraduate)						

### CANDIDATE SELECTION PROFILE

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2012-13)						100%	
	Median GPA of Candidates Entering the Program (2012-13)						3.06	
	Median GPA of Candidates Completing the Program (2012-13)						3.27	
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)						Data Not Yet Available	
<b>Teaching Promise</b>	Data not yet available.							
<b>Candidates/Completer Diversity</b>	<b>Candidates (2012-13)</b>	<b>Enrolled</b>		<b>Completers</b>		<b>Total</b>		
		310		101		411		
	<b>Enrolled Gender</b>	<b>Males</b>			<b>Females</b>			
		52			258			
<b>Enrolled Race</b>	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial	
	6	6	1	16	0	278	3	

### KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2012-13)				100%
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)				100%
	<b>Overall</b>	Completer Passage Rate on all Assessments (2012-13)				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	
<b>Licensure Requirements</b>	Number and Percentage of 2012-13 Completers That Meet State Licensing 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 2012-13 Completers That Began Teaching in 2013-14					88% (n=89)
	Percentage & Number of 2012-13 Completers That Obtained a License to Teach					Data Not Yet Available
	<b>2008-09 Completes Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14</b>					
	<b>Number of 2008-09 Completers</b>	<b>Number &amp; Percentage Teaching in 2009-10</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>
	100% (n=86)	88% (n=76)	83% (n=71)	84% (n=72)	80% (n=69)	77% (n=66)
<b>Placement/Persistence in High-Need Subjects/Schools</b>	Data Not Yet available					

**2015 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 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching	<b>Compass Student Outcome Mean &amp; Number of Scores</b>			
		3.2 (n=309)			
	Percentage and Number of 2012-13 and 2013-14 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		3%	14%	32%	51%
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2015 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) 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=309)			
	Percentage and Number of 2012-13 & 2013-14 <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>
		0%	12%	77%	11%
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2015 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) 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=309)			
	Percentage and Number of 2012-13 & 2013-14 <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>
		3%	9%	68%	20%
<b>State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)</b>  <i>(Please examine the 2015 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 2011-12, 2012-13, or 2013-14</b>			
	<b>Mathematics</b>	0.1 (n=40)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		8%	40%	28%	25%
	<b>Science</b>	-1.2 (n=34)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		6%	47%	38%	9%
	<b>Social Studies</b>	-3.1 (n=47)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		15%	47%	21%	17%
<b>English/Language Arts/Reading</b>	-1.3 (n=57)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	16%	37%	26%	21%	
<b>K-12 Student Perceptions</b>	Data Not Yet Available.				