2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

Xavier University

Prepared by Louisiana Board of Regents & Private Universities

Private Undergraduate Teacher Preparation Program

				ASIC PROGRAM	INFO	RMATI	ON						
Program We		http://www.x	ula.edu/										
Approval/Accreditation						Agencies						Status	
		State: Board of Elementary and Secondary Education (BESE)										Approved	
		State: Board of Regents (BoR)										N/A	
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)										Accredited	
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher										Accredited	
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator											
	Preparation (CAEP)												
Type of Prog	ram	Traditional (U	ndergrad	uate)									
				ANDIDATE SELE							ı		
Academic Strength		•	_	e on Praxis Skil								100%	
		Median GPA of Candidates Entering the Program (2013-14)										2.85	
		Median GPA of Candidates Completing the Program (2013-14)										3.22	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years										ata Not Yet	
												Available	
Teaching Pro		Data not yet a	vailable.							F			
Candidates/		Candidates		Enrolled			Completers				Total		
Completer		(2013-14)	15					6		F	21		
Diversity		Enrolled	Males Female 1 14						Females 14				
		Gender	Historia	_			_	la ele	lala a di			Naviti Desial	
		Enrolled	Hispanic ()	ic Indian Asian 0 1			lack 11	Islande ()	er White		Multi-Racial		
		Race	U		1			11	U			U	
		KNOV	VLEDGE A	AND SKILLS FOR	TEAC	HING C	OF CO	MPLETE	RS				
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2013-14)									100%		
Pedagogical		Completer Passage Rate on Praxis Professional Knowledge Assessments (2013-14)										100%	
	Overall	Completer Passage Rate on all Assessments (2013-14)										100%	
Clinical Expe	riences	Student	Clock Hours of Clinical Experiences Prior to Student Teaching							180			
		Teaching	Clock Hours of Clinical Experience			-5		Number of	To	otal Number of			
			During Student Teaching				Weeks Clo		Clock Hours per Week	Clock Hours			
								1	15 35			525	
Licensure Requirements		Number and Percentage of 2013-14 Completers That Meet State Licensing										100%	
		Requirements											
Completer R	ating	Data Not Yet	Available								•		
	P	ROGRAM PROI	DUCTIVIT	Y AND ALIGNM	IENT T	O STAT	TE NE	EDS OF	COMPLE	ΓERS			
Entry and Pe	rsistence in	Percentage &	Number	of 2013-14 Con	nplete	rs That	Were	Teachi	ng in 201	4-15		75% (n=3)	
Teaching in Public		Percentage & Number of 2013-14 Completers That Obtained a License to Teach									С	ata Not Yet	
Schools in Louisiana												Available	
		2009-10 Completers Teaching in Public Schools in Louisiana in 2010-11, 2011-12, 2012-13, 2013-14, 8									& 20)14-15	
(Please examine the 2016 Louisiana Teacher Preparation Data Fact Book to accurately		Number of 2009-10 Completers		Number & Percentage Teaching in	Pe	umber 8 ercentage aching in	е	Numb Percer Teachi	ntage	Number & Percentage Teaching in		Number & Percentage Teaching in	
interpret the meaning of these				2010-11		2011-12		2012	-13	2013-14		2014-15	
scores.)		100% (n=7)		57% (n=4)	57	'% (n=4	1)	71% (n=5)	57% (n=4)		43% (n=3)	
Placement/F High-Need Subjects/Sch	Persistence in	Data Not Yet a	available				•		·				

2016 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Xavier University

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Private Undergraduate Teacher Preparation Program

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	E AS CLASSROOM TEACHERS (NEW TE									
Impact on			Compass Student Growth Mean & Number of Scores							
K-12 Students	Score (2012-13, 2013-14, & 2014-									
(-1	15) and Number of Scores for All	N/A (n=N/A)								
(Please examine the 2016 Louisiana Teacher Preparation	New Teachers with Less than Two									
Data Fact Book to accurately	Years of Teaching									
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Growth Scores								
scores.)	13, 2013-14, & 2014-15 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
	Student Growth Scores for the	N/A%	NI / A O /	NI / A O/	NI / A O/					
	New Teachers by LDOE Teacher	IN/ A%	N/A%	N/A%	N/A%					
	Effectiveness Levels									
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores								
Skill	Practice Score (2012-13, 2013-14,									
	& 2014-15) and Number of Scores	N/A (n=N/A)								
(Please examine the 2016	for All New Teachers with Less than									
Louisiana Teacher Preparation	Two Years of Teaching									
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Professional Practice Scores								
scores.)	13, 2013-14, & 2014-15 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
	Professional Practice Scores for the	N/A%	N/A%	N/A%	N/A%					
	New Teachers by LDOE Teacher									
	Effectiveness Levels									
Overall Impact and	Mean Compass Final Evaluation	Co	ompass Final Evaluation	Mean & Number of Sc	ores					
Demonstrated Teaching	Score (2012-13, 2013-14, & 2014-									
Skill	15) and Number of Scores for New		Ν/Δ (n=N/A)						
	Teachers with Less than Two Years	14//((1 14//)								
(Please examine the 2016	of Teaching									
Louisiana Teacher Preparation	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Final Evaluation Scores								
Data Fact Book to accurately	13, 2013-14, & 2014-15 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
interpret the meaning of these scores.)	Final Evaluation Scores for the New	N/A%	N/A%	N/A%	N/A%					
360763.7	Teachers by LDOE Teacher									
	Effectiveness Levels									
State Value Added Scores	Content Areas	Mean. Numb	er of Scores, & Effective	eness Levels for Value-A	dded Scores of					
for Growth in Student	content Areas	Twenty-five or More New Teachers with Less Than Two Years of Teaching who								
Learning for New		Taught During 2014-15 (3- to 5-Year Averages)								
Teachers in Grades 4-8	Mathematics									
with Less than Two Years	(Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A (n=N/A)								
of Teaching by Content	year averages due to differences in cut-off	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
Areas (Twenty-five or	scores for new assessments. Percentages of	N/A%	N/A%	N/A%	N/A%					
More New Teachers)	individual scores within effectiveness levels	1477470	14/7//	147.470	1477-70					
,	could be determined.) Science									
(Please examine the 2016	Science	N/A (n=N/A)								
Louisiana Teacher Preparation										
Data Fact Book to accurately interpret the meaning of these			14// (
scores.)		Ineffective		Effective Proficient	Highly Effective					
,		Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
	Social Studies	Ineffective N/A%		Effective Proficient N/A%	Highly Effective N/A%					
	Social Studies		Effective Emerging N/A%	N/A%						
	Social Studies		Effective Emerging N/A%							
	Social Studies	N/A%	Effective Emerging N/A% N/A (N/A%	N/A%					
	Social Studies		Effective Emerging N/A%	N/A% n=N/A)						
		N/A%	Effective Emerging N/A% N/A (Effective Emerging	N/A% n=N/A) Effective Proficient	N/A% Highly Effective					
	Social Studies English/Language Arts/Reading (Note: A Mean score could not be	N/A%	N/A% Reffective Emerging N/A (Effective Emerging N/A%	N/A% n=N/A) Effective Proficient N/A%	N/A% Highly Effective					
	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A%	N/A% Reffective Emerging N/A (Effective Emerging N/A%	N/A% n=N/A) Effective Proficient	N/A% Highly Effective					
	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5- year averages due to differences in cut-off	N/A%	N/A% Reffective Emerging N/A (Effective Emerging N/A%	N/A% n=N/A) Effective Proficient N/A%	N/A% Highly Effective					
	English/Language Arts/Reading (Note: A Mean score could not be determined this year to calculate 3- to 5-	N/A% Ineffective N/A%	Effective Emerging N/A% N/A (Effective Emerging N/A% N/A (N/A% n=N/A) Effective Proficient N/A% n=N/A)	N/A% Highly Effective N/A%					