2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD Xavier University

Prepared by Louisiana Board of Regents & Private Universities

Private University Alternate Teacher Preparation Program

| | | | E | BASIC PROGRAM | INFO | RMATION | I | | | | |
|---|----------|---|---|---------------|----------|-----------|-------------|---------------------|--------------------------------------|------------------------|--|
| Program We | b Site | http://www.xı | ıla.edu, | /education/ | | | | | | | |
| Approval/Accreditation | | Names of Agencies | | | | | | | | | |
| | | State: Board of Elementary and Secondary Education (BESE) | | | | | | | | | |
| | | State: Board of Regents (BoR) | | | | | | | | | |
| | | 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) | | | | | | | | | |
| Type of Prog | ram | Alternate (Master of Arts in Teaching) | | | | | | | | | |
| | | CANDIDATE SELECTION PROFILE | | | | | | | | | |
| Academic Strength | | Completer Passage Rate on Praxis Skills Assessment (2014-15) | | | | | | | | | |
| | | Median GPA of Candidates Entering the Program (2014-15) | | | | | | | | 3.71 | |
| | | Median GPA of Candidates Completing the Program (2014-15) | | | | | | | | | |
| | | Number of Candidates who Started but Did not Complete the Program Within 6 Years | | | | | | | | | |
| | | (by 2014-15) | | | | | | | | Available | |
| Teaching Pro | omise | Data not yet available. | | | | | | | | | |
| Candidates/ | | Candidates | | Enrolled | Enrolled | | Completers | | | Total | |
| Completer | | (2014-15) | 31 | | | 15 | | | Females | 46 | |
| Diversity | | Enrolled | Males | | | | | | | | |
| | | Gender | | 9 | | | | | | 22 | |
| | | Enrolled | Hispani | 1 | | ian) | Black 22 | Island | er White | Multi-Racial | |
| | | Race | 0 | 1 | | , | 22 | 0 | 9 | 3 | |
| | | KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS Completer Passage Rate on Praxis Content Assessments (2014-15) 100% | | | | | | | | | |
| Knowledge | Content | Completer Passage Rate on Praxis Content Assessments (2014-15) | | | | | | | | | |
| Pedagogical Overall | | Completer Passage Rate on Praxis Professional Knowledge Assessments (2014-15) | | | | | | | | | |
| | | Completer Passage Rate on all Assessments (2014-15) | | | | | | | | | |
| Clinical Experiences | | Full Time Internships are Offered as an option for the Academic Year | | | | | | | | | |
| | | Student | Clock Hours of Clinical Experiences Prior to Student Teaching | | | | | 180 Total Number of | | | |
| | | Teaching | Clock Hours of Clinical Expe During Student Teaching | | | CHICHICCS | | ımber of Weeks | Number of Clock Hours per Week | Clock Hours | |
| | | | | | | | | 15 | 35 | 525 | |
| Licensure Requirements | | Number and Percentage of 2014-15 Completers That Meet State Licensing 100% | | | | | | | | | |
| | | Requirements | | | | | | | | | |
| Completer R | ating | Data Not Yet A | vailabl | e | | | | | | | |
| PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS | | | | | | | | | | | |
| Entry and Persistence in | | Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16 | | | | | | | | | |
| Teaching in Public | | Percentage & Number of 2014-15 Completers That Obtained a License to Teach | | | | | | | | Data Not Yet | |
| Schools in Louisiana | | | | | | | | | | | |
| (Dlagge everying | the 2017 | 2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, Number of Number & Number & Number & Number & | | | | | | | | | |
| (Please examine the 2017 Louisiana Teacher Preparation | | 2010-11 | | Percentage | | ercentage | | entage | Percentage | Number & Percentage | |
| Data Fact Book to accurately | | Completers | | Teaching in | | aching in | | ching in | Teaching in | Teaching in | |
| interpret the meaning of these scores.) | | 1000/ | | 2011-12 | 2 | 2012-13 | | 13-14 | 2014-15 | 2015-16 | |
| | | 100% | | 72% | l . | 75% | | 66% | 63% | 56% | |
| Discourant/D :: : | | (n=32) | | (n=23) | | (n=24) (n | | =21) | (n=20) | (n=18) | |
| Placement/Persistence in | | Data Not Yet available | | | | | | | | | |
| High-Need | a a la | | | | | | | | | | |
| Subjects/Sch | IUUIS | | | | | | | | | | |

2017 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Xavier University

Prepared by Louisiana Board of Regents & Private Universities

Master of Arts in Teaching Alternate Teacher Preparation Program

| muster of Arts in reaching Alternate reacher reparation rrogram | | | | | | | | | | | |
|---|--|--|------------------------|-------------------------|-------------------|--|--|--|--|--|--|
| | • | ACHERS WITH LESS THAN TWO YEARS OF TEACHING) | | | | | | | | | |
| Impact on | Mean Compass Student Outcome | Compass Student Outcome Mean & Number of Scores | | | | | | | | | |
| K-12 Students | Score (2013-14, 2014-15, & 2015- | 2.9 | | | | | | | | | |
| (Planes asserting the 2017 | 16) and Number of Scores for All | (n=55) | | | | | | | | | |
| (Please examine the 2017 Louisiana Teacher Preparation | New Teachers with Less than Two | | | | | | | | | | |
| Data Fact Book to accurately | Years of Teaching | Common Took or Effective and the first that O the Co | | | | | | | | | |
| interpret the meaning of these | Percentage and Number of 2013- | Compass Teacher Effectiveness Levels for Student Outcome Scores | | | | | | | | | |
| scores.) | 14, 2014-15, & 2015-16 Compass | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | |
| | Student Outcome Scores for the | 4% | 18% | 46% | 33% | | | | | | |
| | New Teachers by LDOE Teacher | (n=≤10) | (n=10) | (n=25) | (n=18) | | | | | | |
| | Effectiveness Levels | ` , | . , , | , , | <u> </u> | | | | | | |
| Demonstrated Teaching | Mean Compass Professional | Compass Professional Practice Mean & Number of Scores | | | | | | | | | |
| Skill | Practice Score (2013-14, 2014-15, | 2.9 | | | | | | | | | |
| (Diames suggested the 2017 | & 2015-16) and Number of Scores | (n=55) | | | | | | | | | |
| (Please examine the 2017 Louisiana Teacher Preparation | for All New Teachers with Less than | | | | | | | | | | |
| Data Fact Book to accurately | Two Years of Teaching | Company Tanahay Effectiveness Lavels for Durational Duration Company | | | | | | | | | |
| interpret the meaning of these | Percentage and Number of 2013- | Compass Teacher Effectiveness Levels for Professional Practice Scores Ineffective Effective Emerging Effective Proficient Highly Effective | | | | | | | | | |
| scores.) | 14, 2014-15, & 2015-16 Compass | 0% | 20% | 67% | 13% | | | | | | |
| | Professional Practice Scores for the | (n=≤10) | (n=11) | (n=37) | (n=≤10) | | | | | | |
| | New Teachers by LDOE Teacher | (11-310) | (11-11) | (11-37) | (11-310) | | | | | | |
| | Effectiveness Levels | Co | mana Sinal Sualuation | Many C Normhau of Co | | | | | | | |
| Overall Impact and | Mean Compass Final Evaluation | Compass Final Evaluation Mean & Number of Scores | | | | | | | | | |
| Demonstrated Teaching | Score (2013-14, 2014-15, & 2015- | | 2.9 | | | | | | | | |
| Skill | 16) and Number of Scores for New | | (n | =55) | | | | | | | |
| (Please examine the 2017 | Teachers with Less than Two Years | | | | | | | | | | |
| Louisiana Teacher Preparation | of Teaching | Compass Teacher Effectiveness Levels for Final Evaluation Scores | | | | | | | | | |
| Data Fact Book to accurately | Percentage and Number of 2013- | Ineffective Effective Emerging Effective Proficient Highly Effective | | | | | | | | | |
| interpret the meaning of these | 14, 2014-15, & 2015-16 Compass | 4% | 22% | 55% | 20% | | | | | | |
| scores.) | Final Evaluation Scores for the New | (n=≤10) | (n=12) | (n=30) | (n=11) | | | | | | |
| | Teachers by LDOE Teacher Effectiveness Levels | (===) | (==) | (55) | (==) | | | | | | |
| State Value Added Scores | Content Areas | Mean Number | of Scores & Effectiven | ess Levels for Value-Ad | ded Scores of Ten | | | | | | |
| for New Teachers in | 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 2013-14/2014-15/2015-16 | | | | | | | | | |
| Grades 4-8 with Less than | | | | | | | | | | | |
| Two Years of Teaching by | Mathematics | N/A | | | | | | | | | |
| Content Areas (Ten or | (Taught During 2014-15 & 2015-16) | (n=N/A) | | | | | | | | | |
| More New Teachers) | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | |
| | | N/A% | N/A% | N/A% | N/A% | | | | | | |
| (Please examine the 2017 | Colonia | (n=N/A) | (n=N/A) | (n=N/A) | (n=N/A) | | | | | | |
| Louisiana Teacher Preparation | Science (Taught During 2013-14, 2014-15 & | -0.8 (n=13) | | | | | | | | | |
| Data Fact Book to accurately interpret the meaning of these | 2015-16) | Ineffective Effective Emerging Effective Proficient Highly Effective | | | | | | | | | |
| scores.) | | 0% | 46% | 46% | 8% | | | | | | |
| | | (n=≤10) | (n=≤10) | (n=≤10) | (n=≤10) | | | | | | |
| | | (===) | (===) | (===) | (===) | | | | | | |
| | Social Studies | N/A | | | | | | | | | |
| | (Note: Data not available – new | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | |
| | assessments being developed.) | N/A | N/A | N/A | N/A | | | | | | |
| | English/Language Arts/Reading | N/A | | | | | | | | | |
| | (Taught During 2014-15 & 2015-16) | (n=N/A) | | | | | | | | | |
| | | Ineffective | Effective Emerging | Effective Proficient | Highly Effective | | | | | | |
| | | N/A% | N/A% | N/A% | N/A% | | | | | | |
| | | (n=N/A) | (n=N/A) | (n=N/A) | (n=N/A) | | | | | | |
| i | | (11-14/ <i>H</i>) | (11-1N/A) | (11-1N/A) | (11-1N/A) | | | | | | |