

**2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Loyola University**  
 Prepared by Louisiana Board of Regents & Private Universities  
*Private Undergraduate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

|  |   |            |               |
|--|---|------------|---------------|
| <b>Program Web Site</b>  | <a href="http://cas.loyno.edu/teacher-education/about-teacher-certification">http://cas.loyno.edu/teacher-education/about-teacher-certification</a> |            |               |
| <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)   |            | N/A           |
|  | 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 (2015-16)                                  |                 | 100%                   |                   |                 |              |                     |
|                                       | Median GPA of Candidates Entering the Program (2015-16)                                       |                 | 3.15                   |                   |                 |              |                     |
|                                       | Median GPA of Candidates Completing the Program (2015-16)                                     |                 | 3.31                   |                   |                 |              |                     |
|                                       | Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2015-16) |                 | Data Not Yet Available |                   |                 |              |                     |
| <b>Teaching Promise</b>               | Data not yet available.   |                 |                        |                   |                 |              |                     |
| <b>Candidates/Completer Diversity</b> | <b>Candidates (2015-16)</b>   | <b>Enrolled</b> |                        | <b>Completers</b> |                 | <b>Total</b> |                     |
|                                       |   | 6               |                        | 6                 |                 | 12           |                     |
|                                       | <b>Enrolled Gender</b>  | <b>Males</b>    |                        |                   | <b>Females</b>  |              |                     |
|                                       |   | 3               |                        |                   | 3               |              |                     |
| <b>Enrolled Race</b>                  | <b>Hispanic</b>   | <b>Indian</b>   | <b>Asian</b>           | <b>Black</b>      | <b>Islander</b> | <b>White</b> | <b>Multi-Racial</b> |
|                                       | 0   | 0               | 1                      | 2                 | 0               | 3            | 0                   |

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

|                               |  |   |                                       |                                    |
|-------------------------------|--|---|---------------------------------------|------------------------------------|
| <b>Knowledge</b>              | <b>Content</b>   | Completer Passage Rate on Praxis Content Assessments (2015-16)                | 100%                                  |                                    |
|                               | <b>Pedagogical</b>   | Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16) | 100%                                  |                                    |
|                               | <b>Overall</b>   | Completer Passage Rate on all Assessments (2015-16)                           | 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                   |                                       | 200                                |
|                               |  | <b>Number of Weeks</b>  | <b>Number of Clock Hours per Week</b> | <b>Total Number of Clock Hours</b> |
| <b>Licensure Requirements</b> | Number and Percentage of 2015-16 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 2015-16 Completers That Began Teaching in 2016-17   |  | 50% (n=3)  |  |  |
|   | Percentage & Number of 2015-16 Completers That Obtained a License to Teach   |  | Data Not Yet Available                             |  |  |
|   | <b>2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, &amp; 2016-17</b> |  |  |  |  |
|   | <b>Number of 2011-12 Completers</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> | <b>Number &amp; Percentage Teaching in 2015-16</b> |
| N/A% (n=N/A)  | N/A% (n=N/A)   | N/A% (n=N/A)                                       | N/A% (n=N/A)                                       | N/A% (n=N/A)                                       | N/A% (n=N/A)                                       |

*(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*

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.

**2018 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><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | Mean <i>Compass Student Outcome Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching       | Compass Student Outcome Mean & Number of Scores  |                           |                             |                         |
|   |  | N/A<br>(n=N/A)   |                           |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels         | Compass Teacher Effectiveness Levels for Student Outcome Scores  |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             | N/A%<br>(n=N/A)         |
| <b>Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | Mean <i>Compass Professional Practice Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching | Compass Professional Practice Mean & Number of Scores  |                           |                             |                         |
|   |  | N/A<br>(n=N/A)   |                           |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels   | Compass Teacher Effectiveness Levels for Professional Practice Scores  |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             | N/A%<br>(n=N/A)         |
| <b>Overall Impact and Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | Mean <i>Compass Final Evaluation Score</i> (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching          | Compass Final Evaluation Mean & Number of Scores   |                           |                             |                         |
|   |  | N/A<br>(n=N/A)   |                           |                             |                         |
|   | Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels        | Compass Teacher Effectiveness Levels for Final Evaluation Scores   |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             | N/A%<br>(n=N/A)         |
| <b>State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)</b><br><br><i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | <b>Content Areas</b>   | 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 2014-15, 2015-16, and 2016-17 |                           |                             |                         |
|   | <b>Mathematics</b>   | N/A<br>(n=N/A)   |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             | N/A%<br>(n=N/A)         |
|   | <b>Science</b>   | N/A<br>(n=N/A)   |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             | N/A%<br>(n=N/A)         |
|   | <b>Social Studies</b><br><i>(Note: Data are not available – new assessments being developed.)</i>  | N/A  |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|   |  | N/A  | N/A                       | N/A                         | N/A                     |
|   | <b>English/Language Arts/Reading</b>   | N/A<br>(n=N/A)   |                           |                             |                         |
|   |  | <b>Ineffective</b>   | <b>Effective Emerging</b> | <b>Effective Proficient</b> | <b>Highly Effective</b> |
| N/A%<br>(n=N/A)   |  | N/A%<br>(n=N/A)  | N/A%<br>(n=N/A)           | N/A%<br>(n=N/A)             |                         |