

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

**BASIC PROGRAM INFORMATION**

<b>Program Web Site</b>	<a href="http://uhcno.edu/academics/calendars-catalogs-and-schedules/education.html">http://uhcno.edu/academics/calendars-catalogs-and-schedules/education.html</a>	
<b>Approval/Accreditation</b>	<b>Names of Agencies</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)	3.29						
	Median GPA of Candidates Completing the Program (2015-16)	3.40						
	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> 4	<b>Completers</b> 21	<b>Total</b> 25				
	<b>Enrolled Gender</b>	<b>Males</b> 0		<b>Females</b> 4				
	<b>Enrolled Race</b>	Hispanic 1	Indian 0	Asian 0	Black 0	Islander 0	White 3	Multi-Racial 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		240
		Clock Hours of Clinical Experiences During Student Teaching	<b>Number of Weeks</b>	<b>Number of Clock Hours per Week</b>
	15		35	525
<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					62% (n=13)
	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>	<b>Number &amp; Percentage Teaching in 2016-17</b>
100% (n=4)	25% (n=1)	25% (n=1)	50% (n=2)	50% (n=2)	75% (n=3)	

*(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>  <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	<b>Compass Student Outcome Mean &amp; Number of Scores</b>			
		3.0 (n=47)			
	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	<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>
		0% (n≤10)	21% (n=10)	43% (n=20)	36% (n=17)
<b>Demonstrated Teaching Skill</b>  <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	<b>Compass Professional Practice Mean &amp; Number of Scores</b>			
		3.1 (n=47)			
	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	<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% (n≤10)	11% (n≤10)	62% (n=29)	28% (n=13)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <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	<b>Compass Final Evaluation Mean &amp; Number of Scores</b>			
		3.1 (n=47)			
	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	<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>
		0% (n≤10)	15% (n≤10)	60% (n=28)	26% (n=12)
<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>  <i>(Please examine the 2018 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 Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15, 2015-16, and 2016-17</b>			
	<b>Mathematics</b>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>Science</b>	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>Social Studies</b> <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 (n=N/A)				
	<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>	
	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	