

**2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**University of Holy Cross**  
**Prepared by Louisiana Board of Regents & Private Universities**  
**Alternate Teacher Preparation Program**

**BASIC PROGRAM INFORMATION**

<b>Program Website</b>	http://uhcno.edu/events/olhcc---a-top-college-for-teacher-education.html						
<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>	Certification-Only Program						

**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2017-18)						100%
	Median GPA of Candidates Entering the Program (2017-18)						2.8
	Median GPA of Candidates Completing the Program (2017-18)						2.7
<b>Candidates/Completer Diversity</b>	<b>Candidates (2017-18)</b>	<b>Enrolled</b>			<b>Completers</b>		<b>Total</b>
		26			28		54
	<b>Enrolled Gender</b>	<b>Males</b>				<b>Females</b>	
		5				21	
<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>
	4	0	0	10	0	12	0

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2017-18)	100%
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)	100%
	<b>Overall</b>	Completer Passage Rate on all Assessments (2017-18)	100%
<b>Clinical Experiences</b>	Teaching Internships/Residencies are Offered		Yes
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching	180
		Clock Hours of Clinical Experiences During Student Teaching	490
<b>Licensure Requirements</b>	Percentage of 2017-18 Completers That Meet State Licensing Requirements		100%

**PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS**

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19					68% (n=19)
	<b>2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18, &amp; 2018-19</b>					
	<b>Number of 2013-14 Completers</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>	<b>Number &amp; Percentage Teaching in 2017-18</b>	<b>Number &amp; Percentage Teaching in 2018-19</b>
	100% (n=29)	28% (n=8)	28% (n=8)	35% (n=10)	41% (n=12)	52% (n=15)

*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.*

# 2020 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 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2016-17, 2017-18, 2018-19) 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=60)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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> 7% (n=≤10)	<b>Effective Emerging</b> 18% (n=11)	<b>Effective Proficient</b> 32% (n=19)	<b>Highly Effective</b> 43% (n=26)
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2016-17, 2017-18, 2018-19) 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=60)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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> 0% (n=≤10)	<b>Effective Emerging</b> 12% (n=≤10)	<b>Effective Proficient</b> 72% (n=43)	<b>Highly Effective</b> 17% (n=10)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2016-17, 2017-18, 2018-19) 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=60)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <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> 0% (n=≤10)	<b>Effective Emerging</b> 18% (n=11)	<b>Effective Proficient</b> 55% (n=33)	<b>Highly Effective</b> 27% (n=16)
<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 2020 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 2016-17, 2017-18 and 2018-19			
	<b>Mathematics</b>	N/A (n=≤10)			
		<b>Ineffective</b> N/A% (n=N/A)	<b>Effective Emerging</b> N/A% (n=N/A)	<b>Effective Proficient</b> N/A% (n=N/A)	<b>Highly Effective</b> N/A% (n=N/A)
		N/A (n=N/A)			
	<b>Science</b> (NO DATA – STATE TRANSITIONING TO NEW TEST)	<b>Ineffective</b> N/A% (n=N/A)	<b>Effective Emerging</b> N/A% (n=N/A)	<b>Effective Proficient</b> N/A% (n=N/A)	<b>Highly Effective</b> N/A% (n=N/A)
		N/A (n=N/A)			
		N/A (n=N/A)			
	<b>Social Studies</b>	2.4 (n=11)			
		<b>Ineffective</b> 0% (n=≤10)	<b>Effective Emerging</b> 36% (n=≤10)	<b>Effective Proficient</b> 37% (n=≤10)	<b>Highly Effective</b> 27% (n=≤10)
		N/A (n=N/A)			
<b>English/Language Arts/Reading</b>	0.4 (n=10)				
	<b>Ineffective</b> 0% (n=≤10)	<b>Effective Emerging</b> 50% (n=≤10)	<b>Effective Proficient</b> 40% (n=≤10)	<b>Highly Effective</b> 10% (n=≤10)	
	N/A (n=N/A)				