2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD Loyola University

Prepared by Louisiana Board of Regents & Private Universities

Private Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION											
Program Web Site http://cas.loyno.edu/teacher-education/about-teacher-certification											
		11ttp://cas.ioy	Status								
Approval/Accreditation		Names of Agencies 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								Accredited	
		(SACSCOC)									
		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 (Undergraduate)									
				CANDIDATE SELE	CTION F	ROFILE					
Academic Strength		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)								
		Number of Candidates who Started but Did not Complete the Program Within 6 Years								3.31 Data Not Yet	
		(by 2015-16)	Available								
Teaching Promise		Data not yet a	ret available.								
Candidates/		Candidates	Enrolled				Complete	ers		Total	
Completer		(2015-16)	6			6			12		
Diversity		Enrolled	Males			Females					
		Gender	3						3		
		Enrolled	Hispar		Asian		Black	Islande		Multi-Racial	
		Race	0	0	1		2	0	3	0	
				E AND SKILLS FOR							
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)								100%	
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16) Completer Passage Rate on all Assessments (2015-16)								100%	
	Overall		100%								
Clinical Experiences		Student			al Experiences Prior to					180	
		Teaching		Clock Hours of Clinical Experiences				eeks	Number of Clock Hours per	Total Number of Clock Hours	
			Du	rring Student Teaching					Week		
								200			
Licensure Requirements		Number and Percentage of 2015-16 Completers That Meet State Licensing 100%									
		Requirements									
Completer R	ating	Data Not Yet	Availab	le							
	P	ROGRAM PRO	DUCTIV	ITY AND ALIGNM	ENT TO	STATE NE	EDS OF	COMPLE	TERS		
Entry and Pe		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17								50% (n=3)	
Teaching in Public		Percentage & Number of 2015-16 Completers That Obtained a License to Teach								Data Not Yet	
Schools in Louisiana										Available	
(Please examine the 2018				ters Teaching in Public School		ols in Louisiana in 2 Iumber &					
Louisiana Teacher Preparation		Number of 2011-12		Number & Percentage		nber & entage		ber & ntage	Number & Percentage	Number & Percentage	
Data Fact Book to accurately		Completers		Teaching in	Teac	hing in	Teach	_	Teaching in	Teaching in	
interpret the meaning of these scores.)		A1 / 2 2 /		2012-13 N/A%		13-14	201		2015-16	2016-17	
scores.)	360163.7		N/A%			/A%		۹%	N/A%	N/A%	
		(n=N/A)		(n=N/A)	(n=	N/A)	(n=1	N/A)	(n=N/A)	(n=N/A)	

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Loyola University

Prepared by Louisiana Board of Regents & Private Universities

Private Undergraduate Teacher Preparation Program

Mean Composs Student Outcome Composs Student Outcome Name of Scores	PERFORMANO	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
Piccase commine the 2018 Louisiana Faccher Preparation of Teaching Percentage and Number of Scores for All New Teachers by LDGE Teacher Effectiveness Levels		I -							
A grant A gr	K-12 Students	Score (2014-15, 2015-16, & 2016-	N/A						
Piezus examine the 2018 Compass Teacher Effectiveness Levels for Student Outcomes Scores		17) and Number of Scores for All	•						
Part Part Book to accurately interpret the meaning of these scores.] Part State Value Added Scores for the New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for the New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teachers by LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teacher Styl LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teacher Styl LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teacher Styl LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teacher Styl LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Teacher Styl LDOE Teacher Effective meaning of these scores.] Part State Value Added Scores for New Tea	(Please examine the 2018	New Teachers with Less than Two							
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Effectiveness Levels			-	*	-				
Demonstrated Teaching Skill			(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			
Practice Score (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2014-15, 2015-16, & 2016-17 (men)/a	Demonstrated Teaching		Compass Professional Practice Mean & Number of Scores						
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			Ineffective			Highly Effective			
			N/A%	N/A%	N/A%	N/A%			
			(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			