



PROGRAM IMPACT DATA

Teacher Preparation Quality Rating System (TPQRS) Performance Profile

Federal regulations require each state to implement an accountability system for teacher preparation providers. Beginning the winter of 2020-2021, the Louisiana Department of Education annually produces and makes publicly available on its website a performance profile for each approved preparation provider. The Teacher Preparation Quality Rating System is designed to provide aspiring educators with information regarding the quality of teacher preparation providers, as well as to provide teacher preparation providers with meaningful information for improvement. Each provider receives a performance profile that includes information regarding the quality of the preparation experience, the extent to which they are meeting Louisiana's workforce needs, and the impact of their program completers on student learning

Overall Quality Rating and Score

The overall quality rating and score is comprised of three domains: Preparation Program Experience, Meeting Educator Workforce Needs, and Teacher Quality. The overall score and domain scores are each on a four-point scale, according to the following ranges:

- Level 1: Ineffective - less than 1.5,
- Level 2: Needs Improvement - between 1.5 and 2.4,
- Level 3: Effective - between 2.5 and 3.4,
- Level 4: Highly Effective - greater than or equal to 3.5.

University of Holy Cross Undergraduate Performance Profile

Data collected from the Louisiana State Data Dashboard Performance Profile indicates that the UHC Undergraduate Program has scored an overall quality rating as follows:

UHC – Undergraduate Program Performance Profile			
17-This shows the number of teacher candidates who completed the program pathway during the academic years 2020-2021, 2021-2022, 2022-2023.	2020-2021*	2021-2022	2022-2023
Quality Rating <i>The quality rating represents the overall performance of a program based on the quality score.</i>	3.0	4.0	4.0
Quality Score <i>The quality score is the overall score generated by combining the three domains.</i>	2.8	3.5	4.0

Domain: Preparation Program Experience- Effective	3.0	3.0	3.0
Quality of Recruitment and Selection	3.0	2.0	2.0
Quality of Content Knowledge and Teaching Methods	3.0	3.0	3.0
Quality of Feedback and Candidate Performance	3.0	3.0	3.0
Quality of Continuous Improvement Process-	4.0	3.0	3.0
Domain: Meeting Educator Workforce Needs- Effective	2.5	4.0	4.0
Percentage of Program Completers in High-Need Certification Areas	0%	0%	0%
Percentage of Residents in High-Need Schools	69%	88%	94%
Domain: Teacher Quality <i>This domain measures the effectiveness of teachers prepared by this program, based upon the value-added results of program completers during their first year of employment. Value-added results are limited to grades and subjects with state-administered assessments. On average, twenty-five percent of public-school teachers in Louisiana receive value-added results each school year. Providers must have at least 10 VAM completers in order to earn a Teacher Quality score.</i>	NA	NA	NA

***Pilot year**

- Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 or 2019-2020 program completers.

University of Holy Cross Post-Baccalaureate Performance Profile

Data collected from the Louisiana State Data Dashboard Performance Profile indicates that UHC Post-Baccalaureate Programs has scored as follows:

UHC Post-Baccalaureate Performance Profile			
49- This shows the number of teacher candidates who completed the program pathway during academic years 2020-2021, 2021-2022, 2022-2023.	2020-2021*	2021-2022	2022-2023
Quality Rating <i>The quality rating represents the overall performance of a program based on the quality score.</i>	3	3	3
Quality Score <i>The quality score is the overall score generated by combining the three domains.</i>	3	3	3
Domain: Preparation Program Experience- Effective	3.0	3.0	3.0

Quality of Recruitment and Selection	3.0	2.0	2.0
Quality of Content Knowledge and Teaching Methods	3.0	3.0	3.0
Quality of Feedback and Candidate Performance	3.0	3.0	3.0
Quality of Continuous Improvement Process	4.0	3.0	3.0
Domain: Meeting Educator Workforce Needs- Effective	3.0	3.0	3.0
Percentage of Program Completers in High-Need Certification Areas	28%	12%	12%
Percentage of Residents in High-Need Schools	86%	83%	85%
Domain: Teacher Quality <i>This domain measures the effectiveness of teachers prepared by this program, based upon the value-added results of program completers during their first year of employment. Value-added results are limited to grades and subjects with state-administered assessments. On average, twenty-five percent of public-school teachers in Louisiana receive value-added results each school year. Providers must have at least 10 VAM completers in order to earn a Teacher Quality score.</i>	NA	NA	NA

* Pilot year

Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 or 2019-2020 program completers.

CAEP ACCREDITATION

The Council for the Accreditation of Educator Preparation (CAEP) advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. The University of Holy Cross Department of Education's reaccreditation of the initial licensure and advanced levels is effective from **Fall 2024 through Fall 2031**.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
<ul style="list-style-type: none"> STANDARD R1/RA1: Content and Pedagogical Knowledge STANDARD R2/RA2: Clinical Partnerships and Practice STANDARD R3/RA3: Candidate Quality and Selectivity 	<p>Met</p> <p>Met</p> <p>Met</p>	<p>Met</p> <p>Met</p> <p>Met</p>
<ul style="list-style-type: none"> STANDARD R4/RA4: Satisfaction with Preparation STANDARD R5/RA5: Quality Assurance System and Continuous Improvement 	<p>Met</p> <p>Met</p>	<p>Met</p> <p>Met</p>
<ul style="list-style-type: none"> STANDARD R6/RA6: Fiscal and Administrative Capacity STANDARD R7/RA7: Record of Compliance with Title IV of the Higher 	<p>Met</p> <p>Met</p>	<p>Met</p> <p>Met</p>

PERSISTENCE IN TEACHING

The University of Holy Cross Education Department has partnerships with school districts for candidates to complete their residency (undergraduates) or internships (post-baccalaureate) year. Most Undergraduates and Post Baccalaureates (Certification Only) are hired upon completion of the program and remain with these partner districts. Data indicates that UHC completers successfully gain and retain employment in the profession for the first three years after completing the program.

Persistence in Teaching				
Completer Year	Completer Program	Year 1	Year 2	Year 3
2020-2021	Undergraduate	100%	100%	100%
	Post Baccalaureate (Certification Only)	100%	100%	100%
2021-2022	Undergraduate	100%	100%	100%
	Post Baccalaureate (Certification Only)	100%	100%	100%
2022-2023	Undergraduate	100%	100%	
	Post Baccalaureate (Certification Only)	100%	100%	
2023-2024	Undergraduate	100%		
	Post Baccalaureate (Certification Only)	100%		

PRAXIS- Principles of Learning and Teaching

The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. The required scores for candidates are set by the Louisiana Board of Elementary and Secondary Education.

Completers 2023-2024	State-Required Passing Score	Mean Score	Pass Rate
Undergraduate – Bachelor of Science	160	171	100%
Post Baccalaureate (Elementary)	160	172	100%
Post Baccalaureate (Secondary)	157	172	100%