



VALUE-ADDED STUDENT GROWTH DATA FOR FRANCISCAN COMPLETERS
(CAEP R4.1)

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Introduction

What is Value-Added Modeling

Value-added modeling is a statistical analysis used to measure the academic growth rates of groups of students from year to year. Achievement is what is measured by a test score. Growth is determined by comparing students against themselves and their change in achievement as measured by their performance on state assessments across multiple grades and subjects. A value-added model measures how much growth a group of students made relative to the expected growth. A group could be all the students in a particular district, school, or classroom, in a specific subject, grade, and year. Expected growth is based on how the individual students within the group performed, on average, compared to other students just like them across the state. A value-added model then compares a group's actual growth to the expected growth and uses statistical precision to see if there is evidence that that group made more than, less than, or about the same growth as expected (SAS Institute, 2019). The value-added model for Ohio utilizes the Ohio State Test (OST) statewide assessments, which include tests in math, reading, ELA, science, and social studies for students in grades 4 and higher.

From 2018-2021, Student Growth measures in Ohio were rated on a five-point classification scale ranging from least effective to most effective. These classifications can be interpreted as follows:

- Most Effective or "A" is an indication that the growth measure is two standard errors or more above the growth standard (0). This level of certainty is significant evidence of *exceeding the standard for academic growth*.
- Above Average or "B" is an indication that the growth measure is at least one but less than two standard errors above the growth standard (0). This is moderate evidence of exceeding the standard for academic growth.
- Average or "C" is an indication that the growth measure is less than one standard error above the growth standard (0) and no more than one standard error below it (0). *This is evidence of meeting expected growth*.
- Approaching Average or "D" is an indication that the growth measure is more than one but no more than two standard errors below the growth standard (0). This is moderate evidence of not meeting the standard for academic growth.
- Least Effective or "F" is an indication that the growth measure is more than two standard errors below the growth standard (0). This level of certainty is significant evidence of *not meeting the standard for academic growth*.

Beginning in 2022, the Student Growth measures were rated on a three-point classification scale ranging from exceeds expected growth to does not meet expected growth. These classifications can be interpreted as follows:

- Light Blue indicates that the growth measure is two standard errors or more above expected growth (0). This level of certainty is significant evidence of *exceeding* the standard for *academic growth*.
- Green indicates that the growth measure is less than two standard errors above expected growth (0) or up to two standard errors below expected growth (0). This is evidence of *meeting* the standard for *academic growth*.
- Yellow indicates that the growth measure is more than two standard errors below expected growth (0). This is significant evidence of *not meeting* the standard for *academic growth*.

Value-Added Data Reliability & Validity

Technical Documentation of EVAAS Analyses (2023) including various elements of the value-added model quality can be found [here](#). Other documentation and related research on value-added modeling in Ohio can be found [here](#).

Franciscan Candidate Understanding of Value-Added Data

Candidates learn about Ohio's value-added system and its relationship to the Ohio Teacher Evaluation System (OTES) primarily in EDU 405: Teaching Strategies – a course taken during student teaching to mentor candidates through the edTPA process. In addition, an expert on value-added data from the local Educational Service Center presents on the topic during the student-teaching seminar.

Franciscan Completer Value-Added Data

The Ohio Department of Higher Education (ODHE) provides educator preparation programs (EPPs) with value-added growth data for their completers teaching in Ohio's public schools for the first four years after a completer earns his/her initial teaching license. In 2018, 2019, and 2022, ODHE provided EPPs with their completers' overall value-added composite scores and associated classifications based on their students' OST performance. Value-added composite scores are calculated by the state by combining growth measures from different subjects, grades, and/or years. In 2020, ODHE did not provide EPPs with any value-added data due to COVID-19. In 2021, ODHE did not provide value-added composite score data to EPPs, but rather furnished EPPs with their completers' individual OST growth data and associated classifications for each value-added subject that was tested.

With the value-added data, ODHE also provides EPPs with information regarding the school level, school type, overall letter grade of the building, and poverty and minority status of the school in which the completers were teaching to add further context to the value-added data. EPPs download the value-added data for their completers from the secure, ODHE-maintained Metric Reporting System. Franciscan completers listed in the value-added data export are verified by the Chair of the Education Department, who with the assistance of the administrative assistant of the Education Department, looks up each completer's license number to first identify the completer. The administrative assistant then looks up his/her transcript to verify program completion.

To enable EPPs to compare their completers' performance against their peers, ODHE publishes the value-added composite score classifications for all Ohio public school teachers with initial licensure effective dates for the past four years in the annual Ohio EPP Performance Statewide Report. ODHE also publishes the demographics of the schools in which teachers, with composite value-added data, instruct to allow EPPs to evaluate if their completers are serving in similar educational contexts.

In the report to follow, we present the value-added student growth measure classifications and school demographics for both the state and participating Franciscan completers from 2018 – 2022 (again, no 2020 value-added data was available due to COVID-19). We chose to include four cycles of data so that all of our licensure programs would be represented in the data. With the exception of the data from 2021, the value-added student growth measure classifications for participating Franciscan completers reflect their overall teacher **composite** scores. Following the data from each of the four cycles, we present an aggregate depiction and analysis of our completers' value-added data.

It should be noted that ODHE provides value-added composite scores for individual teachers, so we could not disaggregate middle childhood value-added data by program without double counting. Double counting would skew the data, as well as our ability to accurately compare our data against the state percentages, as the state counts each teacher with value-added composite scores one time. As such, all middle childhood completers are presented as one band in the data to follow. Similarly, many of our completers complete both our Early Childhood (Now Primary) AND Intervention Specialist (K-12) for Mild/Moderate needs together, so they likewise are presented as one group in the disaggregated data.

2023 Value Added Data

Ohio Data

The 2023 Ohio EPP Performance Statewide Report has not been published. Once this information is accessible, the EPP will insert in accordingly.

Franciscan Teachers Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N = 0	N = 1	N = 1	N = 4	N = 0
0%	16.7%	16.7%	66.7%	0%

Franciscan Teachers Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N = 0	N = 5	N = 1	N = 0	N = 0
0%	83.3%	16.7%	0%	0%

2023 Value-Added Data Analysis

In 2023, ODHE reported that there were 6 Franciscan completers with initial licensure effective years 2019, 2020, 2021, & 2022 who were employed as Ohio public school teachers and had value-added composite data available. All completers with value-added composite data were white, so no racial disparity existed. 33.3% (N= 2) of the female completers' students met expected performance while the one male completer did not. 66.7% of the EPP's completers, across genders, did not meet expected growth. This data may be in part due to the largely diverse student population in the schools they teach as 83.3% of completers serve students in schools with medium-high levels of poverty. With the 2023 Ohio EPP Performance Statewide Report not yet published, it is unknown how these completers compare to the state's performance.

2022 Value-Added Data

Ohio Data

Teacher Preparation Programs

Initial Licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
8861	2824	N=632 22%	N=1834 65%	N=358 13%

Demographic Information for Schools where Teachers with Value-Added Data Serve

Teachers Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Level
N=842	N=903	N=90	N=988	N=1
30%	32%	3%	35%	<1%

Teachers Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=170	N=2651	N=2	N/A	N/A	N=1
6%	94%	<1%	N/A	N/A	<1%

Teachers Serving by Overall Letter Grade of Building Value-Added					
A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N=2824
N/A	N/A	N/A	N/A	N/A	100%

Teachers Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=695	N=825	N=733	N=571	N/A
25%	29%	26%	20%	N/A

Teachers Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=634	N=787	N=733	N=670	N/A
22%	28%	26%	24%	N/A

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

Franciscan Data

Value-Added Classifications Based on Teacher OST Composite Scores (Initial Licensure Effective Years 2018, 2019, 2020, 2021)

Licensure Programs Completed	N	Yellow (Does not Meet Expected Growth)	Green (Meets Expected Growth)	Light Blue (Exceeds Expected Growth)
Early Childhood (Now Primary*) & Intervention Specialist (K-12) for Mild/Moderate Needs	3	1	2	0
Intervention Specialist (K12) for Mild/Moderate Needs	1	0	1	0
Middle Childhood	2	1	1	0
AYA Integrated ELA	1	0	1	0
AYA Integrated Mathematics	1	1	0	0
TOTAL	8	3(37.5%)	5(62.5%)	0(0%)

***The Early Childhood program is now called Primary Education due to a state mandate which changed the program in 2019. Since the OST are administered in 4th grade and higher, the Early Childhood (EC) completer date available here is for candidates who received the 4-5 endorsement.*

Race/Ethnicity	N	Does not Meet Expected Growth (Yellow)	Meets Expected Growth (Green)	Exceeds Expected Growth (Light Blue)
White	8	3(37.5%)	5(62.5%)	0(0%)

Gender	N	Does not Meet Expected Growth (Yellow)	Meets Expected Growth (Green)	Exceeds Expected Growth (Light Blue)
Female	6	2(33.33%)	4(66.67%)	0(0%)
Male	2	1(50%)	1(50%)	0(0%)

Demographic Information for Schools where Franciscan Completers with Value-Added Data Serve

Franciscan Teachers Serving by School Level

Elementary	Middle School	Junior High School	High School	No School Level
N = 1	N = 3	N = 0	N = 4	N = 0
12.5%	37.5%	0%	50%	0%

Franciscan Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N = 0	N = 8	N = 0	N = 0	N = 0	N = 0
0%	100%	0%	0%	0%	0%

Franciscan Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N = 0	N = 0	N = 0	N = 0	N = 0	N = 8
0%	0%	0%	0%	0%	100%

Franciscan Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N = 1	N = 2	N = 2	N = 3	N = 0
12.5%	25%	25%	37.5%	0%

Franciscan Teachers Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N = 2	N = 4	N = 2	N = 0	N = 0
25%	50%	25%	0%	0%

2022 Value-Added Data Analysis

In 2022, ODHE reported that 18 Franciscan completers with initial licensure effective years 2018, 2019, 2020, & 2021 were employed as Ohio public school teachers. Of these, value-added composite data was available for eight (44.4%). All completers with value-added composite data were white, so no racial disparity existed. 63% of the female completers' students and 50% of the male completers' students met expected performance. The AYA math completer whose students did not meet expected performance is the same completer who ranked least effective in 2021. Based on the composite value-added data, the majority (62.5%) of our completers' students are meeting expected growth and reflect the state's performance. The completers demonstrate the ability to meet diverse student needs, as 75% serve students in schools with medium-high to high levels of poverty, many which are also in schools with medium-high to high minority populations (37.5%). Franciscan completers are serving a much higher percentage of students from medium-high to high levels of poverty, as the state percentage for teachers serving these two poverty quartiles is 50%.

2021 Value-Added Data

No State Value-Added Data was Available/Published by ODHE in 2021 Due to Covid

Franciscan Data

Value-Added Classifications Based on Teacher OST Scores (Initial Licensure Years Effective 2017, 2018, 2019, 2020)

Licensure Programs Completed	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Early Childhood (Now Primary*) & Intervention Specialist (K-12) for Mild/Moderate Needs	3	0	1	2	0	0
Middle Childhood	2	1	1	0	0	0
AYA Integrated Mathematics	1	0	0	0	0	1
TOTAL	6	1 (16.67%)	2 (33.33%)	2 (33.33%)	0	1 (16.67%)

***The Early Childhood program is now called Primary Education due to a state mandate which changed the program in 2019. Since the OST are administered in 4th grade and higher, the EC completer data available here is for candidates who received the 4-5 endorsement.*

Race/Ethnicity	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
White	6	1 (16.67%)	2 (33.33%)	2 (33.33%)	0	1 (16.67%)

Gender	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Male	1	0	0	0	0	1(100%)
Female	5	1 (20%)	2 (40%)	2 (40%)	0	0

Demographic Information for Schools where Franciscan Completers with Value-Added Data Serve

Franciscan Teachers Serving by School Level

Elementary	Middle School	Junior High School	High School	No School Level
N = 1	N = 4	N = 0	N = 1	N = 0
16.67%	66.67%	0%	16.67%	0%

Franciscan Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N = 0	N = 6	N = 0	N = 0	N = 0	N = 0
0%	100%	0%	0%	0%	0%

Franciscan Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N = 0	N = 0	N = 0	N = 0	N = 0	N = 5
0%	0%	0%	0%	0%	100%

Franciscan Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N = 0	N = 1	N = 3	N = 2	N = 0
0%	16.67%	50%	33.33%	0%

Franciscan Teachers Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N = 1	N = 5	N = 0	N = 0	N = 0
16.67%	83.33%	0%	0%	0%

2021 Value-Added Data Analysis

ODHE did not provide the total number of Franciscan completers teaching in public schools in 2021 due to COVID. It also did not publish state-wide value-added data for EPP comparison. It did provide EPPs with OST growth data for individual tested subjects for its completers with initial licensure effective years 2017, 2018, 2019, and 2020. Again, it should be noted that the scores provided were not composite scores, but rather the value-added scores for individual tested subjects. As such, we were provided value-added test data for six completers, each who administered one OST. Only one completer (16.7%) earned a ranking of least effective, which indicates students did not meet expected growth. This data was from an AYA math completer. All completers were white, so there was no racial disparity in performance. Five completers were female, and one completer was male. The male ranked least effective. 83.3% of the completers' students met or exceeded expected growth based on their OST performance, which is indicated by the completers' Average to Most Effective classifications. This statistic, along with the fact that 100% of the completers were serving in schools with medium-high to high poverty levels demonstrates Franciscan completer ability to meet diverse student needs.

2019 Value-Added Data

Ohio Data

Teacher Preparation Programs

Initial Licensure Effective Years 2015, 2016, 2017, 2018		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
9474	3480	N=611 18%	N=304 9%	N=1055 30%	N=505 15%	N=1005 29%

Demographic Information for Schools where Teachers with Value-Added Data Serve

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=990	N=945	N=95	N=1424	N=26
28%	27%	3%	41%	<1%

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=228	N=3205	N=21	N=4	N=22	N/A
7%	93%	<1%	<1%	<1%	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=521	N=898	N=390	N=176	N=1463	N=32
15%	26%	11%	5%	42%	<1%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=923	N=989	N=853	N=689	N=26
27%	28%	25%	20%	<1%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=803	N=922	N=952	N=777	N=26
23%	26%	27%	22%	<1%

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

Franciscan Data

Value-Added Classifications Based on Teacher OST Composite Scores (Initial Licensure Effective Years 2015, 2016, 2017, 2018)

Licensure Programs Completed	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Early Childhood (Now Primary) & Intervention Specialist (K-12) for Mild/Moderate Needs	2	0	0	0	0	2
Middle Childhood	4	1	0	1	0	2
AYA Integrated Social Studies	1	1	0	0	0	0
AYA Integrated Mathematics	1	1	0	0	0	0
TOTAL	8	3 (37.5%)	0	1 (12.5%)	0	4 (50%)

* *The Early Childhood program is now called Primary Education due to a state mandate which changed the program in 2019. Since the OST are administered in 4th grade and higher, the EC completer data available here is for candidates who received the 4-5 endorsement.

Race/Ethnicity	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
White	8	3 (37.5%)	0	1 (12.5%)	0	4 (50%)

Gender	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Male	2	2 (100%)	0	0	0	0
Female	6	1 (16.67%)	0	1 (16.67%)	0	4 (66.67%)

Demographic Information for Schools where Franciscan Completers with Value-Added Data Serve

Franciscan Teachers Serving by School Level

Elementary	Middle School	Junior High School	High School	No School Level
N = 3	N = 2	N = 1	N = 2	N = 0
37.5%	25%	12.5%	25%	0%

Franciscan Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N = 0	N = 8	N = 0	N = 0	N = 0	N = 0
0%	100%	0%	0%	0%	0%

Franciscan Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N = 0	N = 2	N = 1	N = 0	N = 5	N = 0
0%	25%	12.5%	0%	62.5%	0%

Franciscan Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N = 1	N = 2	N = 2	N = 3	N = 0
12.5%	25%	25%	37.5%	0%

Franciscan Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N = 2	N = 4	N = 2	N = 0	N = 0

25%	50%	25%	0%	0%
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2019 Value-Added Data Analysis

In 2019, ODHE reported that 17 Franciscan completers with initial licensure effective years 2015, 2016, 2017, & 2018 were employed as Ohio public school teachers. Of these, value-added composite teacher data was available for eight (47%). All completers with value-added composite data were white, so there was no racial disparity in completer performance. Two completers were male and six were female. The males achieved the ranking of Most Effective, which indicates that their students exceeded expected growth. The females showed more variation in performance across the classification levels. AYA completers ranked the highest, while Early Childhood, Intervention Specialist, and Middle Childhood completers ranked the lowest. 50% of the completers ranked Average to Most Effective, which indicates that their students were meeting or exceeding expected growth. This is close to the state average. 75% of the completers served students in schools with medium-high to high levels of poverty and 37.5% served students in medium-high to high minority schools. Franciscan completers served a much higher percentage of students from medium-high to high levels of poverty, as the state percentage for teachers serving these two poverty quartiles was 49%.

2018 Value-Added Data

Ohio Data

Teacher Preparation Programs

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
10310	3807	N=677 18%	N=369 10%	N=1181 31%	N=594 16%	N=986 26%

Demographic Information for Schools where Teachers with Value-Added Data Serve

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=1047	N=1075	N=111	N=1542	N=32
28%	28%	3%	41%	<1%

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=310	N=3454	N=11	N=2	N=27	N=3
8%	92%	<1%	<1%	<1%	<1%

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=1373	N=173	N=402	N=179	N=1634	N=46
36%	5%	11%	5%	43%	1%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=962	N=1099	N=904	N=808	N=34
25%	29%	24%	21%	<1%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=872	N=1048	N=988	N=867	N=32
23%	28%	26%	23%	<1%

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

Franciscan Data

Value-Added Classifications Based on Teacher OST Composite Scores (Initial licensure effective years 2014, 2015, 2016, 2017)

Licensure Programs Completed	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Early Childhood (Now Primary) & Intervention Specialist (K-12) for Mild/Moderate Needs	2	0	0	1	0	1
Middle Childhood	3	0	0	1	0	2
AYA Integrated Social Studies	1	1	0	0	0	0
AYA Integrated ELA	1	1	0	0	0	0
AYA Integrated Mathematics	1	1	0	0	0	0
TOTAL	8	3 (37.5%)	0 (0%)	2 (25%)	0 (0%)	3 (37.5%)

*** The Early Childhood program is now called Primary Education due to a state mandate which changed the program in 2019. Since the OST are administered in 4th grade and higher, the EC completer data available here is for candidates who received the 4-5 endorsement.*

Race/Ethnicity	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
White	7	2 (28.6%)	0	2 (28.6%)	0	3 (42.9%)
African American	1	1 (100%)	0	0	0	0

Gender	N	Most Effective	Above Average	Average	Approaching Average	Least Effective
Male	2	2 (100%)	0	0	0	0
Female	6	1 (16.67%)	0	2 (33.33%)	0	3 (50%)

Demographic Information for Schools where Franciscan Completers with Value-Added Data Serve

Franciscan Teachers Serving by School Level

Elementary	Middle School	Junior High School	High School	No School Level
N = 3	N = 1	N = 1	N = 3	N = 0
37.5%	12.5%	12.5%	37.5%	0%

Franciscan Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N = 0	N = 8	N = 0	N = 0	N = 0	N = 0
0%	100%	0%	0%	0%	0%

Franciscan Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N = 4	N = 0	N = 0	N = 0	N = 4	N = 0
50%	0%	0%	0%	50%	0%

Franciscan Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N = 1	N = 3	N = 0	N = 4	N = 0
12.5%	37.5%	0%	0%	0%

Franciscan Teachers Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N = 4	N = 3	N = 1	N = 0	N = 0
50%	37.5%	12.5%	0%	0%

2018 Value-Added Data Analysis

ODHE reported that 17 Franciscan completers with initial licensure effective years 2014, 2015, 2016, & 2017 were employed as Ohio public school teachers. Of these, value-added composite data was available for eight (47%). Of those with value-added data, seven were white and one was African American. The African American completer ranked Most Effective, indicating that her students were exceeding expected growth. There was no racial disparity in performance. Six female and two male completers were evaluated – both males ranked Most Effective. The female completers varied in performance. AYA completers ranked Most Effective and Middle Childhood completers ranked the lowest, with the majority ranking least effective, which signifies that their students did not meet expected growth. Overall, the majority of completers ranked average to most effective (approx. 63%), which means their students met or exceeded expected growth. The vast majority of completers (88%) served students in schools with medium-high to high levels of poverty & half served in medium-high to high minority schools. Franciscan completers served a much higher percentage of students from medium-high to high levels of poverty, as the state percentage for teachers serving these two poverty quartiles was 51%. These statistics speak to the completers' ability to meet the needs of diverse students.

Aggregate Value-Added Data Analysis for Franciscan Completers

From 2018-2022, we were provided value-added data from ODHE for our recent completers employed as public-school teachers in Ohio. These completers represented all of our licensure programs. During this time, ODHE provided us with a total of 24 value-added teacher composite scores for our completers in 2018, 2019, and 2022 and six value-added OST scores for the individual tested subjects for our six completers in 2021. This resulted in a total of 30 value-added scores for our completers. Since the new Ohio value-added model uses three classification levels – light blue (exceeds expected growth), green (meets expected growth), and yellow (does not meet expected growth – we converted the value-added scores from 2018, 2019, and 2021 to the new scale to enable us to aggregate the data from all four cycles (2018, 2019, 2021, and 2022). This aggregate data is presented in the chart below. While **83.3% of the value-added data that was presented in the four cycles was from students in medium-high to high poverty schools** and 37% was from students in medium-high to high minority schools, the aggregate data shows that **the majority of our completers’ students, 63.4%, still met or exceeded expected growth**. The percentage of Franciscan completers who were teaching in medium-high to high poverty schools during this time was much higher than the state average, which was 50%. These statistics demonstrate Franciscan completers’ desire and ability to serve and meet the needs of diverse students.

4-year Aggregate Franciscan Teacher OST Value-Added Composite Score Classifications (2018, 2019, 2021*, 2022)		
Total Scores Reported, N = 30		
Students Did Not Meet Expected Growth (Yellow)	Students Met Expected Growth (Green)	Students Exceeded Expected Growth (Blue)
11 (36.7%)	12 (40%)	7 (23.3%)

*Scores from 2021 are not composite scores but rather individual OST value-added scores for each teacher (N=6) due to COVID

4-year Aggregate Franciscan Teacher OST Value-Added Composite Score Classification by Licensure Program (2018, 2019, 2021**, 2022)				
Total Scores Reported, N = 30				
Licensure Program Completed	N	Students did not Meet Expected Growth (Yellow)	Students Met Expected Growth (Green)	Students Exceeded Expected Growth (Light Blue)
Early Childhood (Now Primary*) & Intervention Specialist (K-12) for Mild/Moderate Needs	10	4 (40%)	6 (60%)	0
Intervention Specialist (K-12) for Mild/Moderate Needs	1	0	1 (100%)	0
Middle Childhood	11	5 (45.5%)	4 (36.3%)	2(18.2%)
AYA Integrated Social Studies	2	0	0	2 (100%)
AYA Integrated ELA	2	0	1 (50%)	1 (50%)
AYA Integrated Mathematics	4	2 (50%)	0	2 (50%)

*The Early Childhood program is now called Primary Education due to a state mandate which changed the program in 2019. Since the OST are administered in 4th grade and higher, the EC completer data available here is for candidates who received the 4-5 endorsement.

**Scores from 2021 are not composite scores but rather individual OST value-added scores for each teacher (N=6) due to COVID.

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