Franciscan University EPP 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 particular, the ODHE provides EPPs with their completers' overall value-added composite scores and associated classifications based on their students' Ohio State Test (OST) statewide assessment performance, which include tests in math, reading, ELA, science, and social studies for students in grades 4 and higher. These value-added composite scores are calculated by the state by combining growth measures from different subjects, grades, and/or years.

Value-added Student Growth measures in Ohio are rated on a three-point classification scale that is interpreted as follows:

- Yellow - Significant evidence that the school's students made less growth than expected.
- Green - Evidence that the school's students made growth as expected.
- Light Blue - Significant evidence that the school's students made more growth than expected.

In 2024, ODHE reported that 17 Franciscan University completers with initial licensure effective years 2020, 2021, 2022, and 2023 were employed as Ohio public school teachers. Of these, value-added composite data were available for three (17.6%). All completers with value-added composite data were white, so no racial disparity existed. Fifty percent of the female completers' students and 100% of the male completers' students met expected performance. Based on the composite value-added data, the majority, 66.7%, of our completers' students are meeting expected growth. The completers demonstrate the ability to meet diverse student needs, as those whose students met expected growth are serving in schools with medium–high levels of poverty. The following tables report these data, as well as the state trends, which are similar to that of our EPP completers.

Franciscan University EPP Data

Franciscan EPP Completer Value-Added Classifications Based on Teacher OST Composite Scores (Initial Licensure Effective Years 2020, 2021, 2022, 2023)				
	N	Does not Meet Expected Growth (Yellow)	Meets Expected Growth (Green)	Exceeds Expected Growth (Light Blue)
By Licensure Programs Completed				
Primary	1	0	1	0
Middle Childhood	1	1	0	0
AYA Integrated English Language Arts & AYA Integrated Social Studies*	1	0	1	0
Total	**3**	**1 (33.3%)**	**2 (66.7%)**	**0 (0%)**
By Completer Race/Ethnicity				
White	3	1 (33.3%)	2 (66.7%)	0 (0%)
By Completer Gender				
Female	2	1 (50%)	1 (50%)	0 (0%)
Male	1	0 (0%)	1 (100%)	0 (0%)

*This one candidate double majored

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

Franciscan Teachers Serving by School Level [Number (%)]				
Elementary	Middle School	Junior High School	High School	No School Level
0 (0%)	1 (33.3%)	0 (0%)	2 (66.7%)	0 (0%)

Franciscan Teachers Serving by School Type [Number (%)]					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
0 (0%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Franciscan Teachers Serving by Overall Letter Grade of Building Value-Added [Number (%)]					
A	B	C	D	F	NR
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)

NR = not reported

Franciscan Teachers Serving by Minority Enrollment by Quartiles [Number (%)]				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
0 (0%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)

Franciscan Teachers Serving by Poverty Level by Quartiles [Number (%)]				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
0 (0%)	2 (66.7%)	1 (33.3%)	0 (0%)	0 (0%)

Statewide Data

Statewide Value-Added Classifications				
(Initial Licensure Effective Years 2020, 2021, 2022, 2023)				
Employed as Teachers	Teachers with Value-Added Data	Does not Meet Expected Growth (Yellow)	Meets Expected Growth (Green)	Exceeds Expected Growth (Light Blue)
9,174	2,844	661 (23%)	1844 (65%)	339 (12%)

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

State Teachers Serving by School Level [Number (%)]				
Elementary	Middle School	Junior High School	High School	No School Level
950 (33%)	846 (30%)	106 (4%)	919 (32%)	NA

State Teachers Serving by School Type [Number (%)]					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
100 (4%)	2,721 (96%)	NA	NA	NA	NA

State Teachers Serving by Minority Enrollment by Quartiles [Number (%)]				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
623 (22%)	833 (29%)	766 (2%)	599 (21%)	NA

State Teachers Serving by Poverty Level by Quartiles [Number (%)]				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
574 (20%)	773 (27%)	757 (27%)	717 (25%)	NA