2023
Ohio Educator Preparation Provider Performance Report
Mount St. Joseph University

Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Mount St. Joseph University

Reporting Period from Sept 1, 2014 to Aug 31, 2023

Description of Data:
Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of 2011-2022.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment
System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers with value-added data, only the number (N) is reported. Individual EPP data files provided by ODHE through the ODE-ODHE Data Download Project, however, lowers the masked limit to 3.
4. Due to system parameters excluding records with missing demographic data, some records have not been reported.
*5. Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the OTES/OPES and Value-Added sections of this report will include limited or no data.
**6. In 2022, Ohio changed its system of determining value added classifications from five to three levels:

- Yellow indicates that significant evidence exists that the school's students made less than expected growth.
- Green indicates that significant evidence exists that the school's students made growth as expected.
- Light blue indicates that significant evidence exists that the school's students made more than expected growth.

Value-Added Data for Mount St. Joseph University-Prepared Teachers

**			Associated Value-Added Classifications		
Initial Licensure Effective Years	Employed as Teachers	Teachers with Value-Added Data	Yellow Significant evidence that the school's students made less than expected growth.	Green Evidence that the school's students made growth as expected.	Light Blue Significant evidence that the school's students made more than expected growth.
2019-22	127	37	N = 9	N = 23	N = 5
			24%	62%	14%
2018-21	133	42	N = 14	N = 26	N = 2
			33%	62%	5%

			Associated Value-Added Classifications				
Initial Licensure Effective Years	Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
2017-20	65	20	N = 3	N = 10	N = 1	N = 0	N = 6
			15%	50%	5%	0%	30%
2016-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a
			n/a	n/a	n/a	n/a	n/a
2015-18	77	14	N = 2	N = 1	N = 4	N = 1	N = 6
			14%	7%	29%	7%	43%
2014-17	69	17	N = 1	N = 1	N = 5	N = 5	N = 5
			6%	6%	30%	29%	29%
2013-16	85	26	N = 3	N = 2	N = 11	N = 5	N = 5
			12%	8%	42%	19%	19%
2012-15	98	29	N = 4	N = 2	N = 6	N = 8	N = 9
			14%	7%	21%	28%	31%
2011-14	86	22	N = 2	N = 2	N = 7	N = 5	N = 6
			9%	9%	32%	23%	27%

Demographic Information for Schools where Mount St. Joseph University-Prepared Teachers with Value-Added Data Serve

			Teachers Serving by School Level				
Initial Licensure Effective Years	**Employed as Teachers**	**Teachers with Value-Added Data**	Elementary School	Middle School	Junior High	High School	No School Type
2019-22	**127**	**37**	**N = 20**	**N = 8**	**N = 3**	**N = 6**	**n/a**
			54%	**22%**	**8%**	**16%**	**n/a**
2018-21	**133**	**42**	**N = 22**	**N = 9**	**N = 3**	**N = 8**	**N = 0**
			52%	**21%**	**7%**	**19%**	**0%**
2017-20	**65**	**20**	**N = 7**	**N = 4**	**N = 4**	**N = 5**	**N = 0**
			35%	**20%**	**20%**	**25%**	**0%**
2016-19	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
			n/a	**n/a**	**n/a**	**n/a**	**n/a**
2015-18	**77**	**14**	**N = 4**	**N = 4**	**N = 0**	**N = 6**	**N = 0**
			29%	**29%**	**0%**	**43%**	**0%**
2014-17	**69**	**17**	**N = 3**	**N = 4**	**N = 1**	**N = 9**	**N = 0**
			18%	**24%**	**6%**	**53%**	**0%**
2013-16	**85**	**26**	**N = 8**	**N = 7**	**N = 1**	**N = 10**	**N = 0**
			31%	**27%**	**4%**	**38%**	**0%**
2012-15	**98**	**29**	**N = 8**	**N = 8**	**N = 0**	**N=13**	**N = 0**
			28%	**28%**	**0%**	**44%**	**0%**
2011-14	**86**	**22**	**N = 6**	**N = 8**	**N = 0**	**N = 8**	**N = 0**
			28%	**36%**	**0%**	**36%**	**0%**

			Teachers Serving by School Type				
Initial Licensure Effective Years	**Employed as Teachers**	**Teachers with Value-Added Data**	Community School	Public School	STEM School	Educational Service Center	Career-Tech
2019-22	**127**	**37**	**n/a**	**37**	**n/a**	**n/a**	**n/a**
			n/a	**100%**	**n/a**	**n/a**	**n/a**
2018-21	**133**	**42**	**N = 0**	**42**	**N = 0**	**N = 0**	**N = 0**
			0%	**1005**	**0%**	**0%**	**0%**
2017-20	**65**	**20**	**N = 2**	**N = 18**	**N = 0**	**N = 0**	
			10%	**90%**	**0%**	**0%**	
2016-19	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	
			n/a	**n/a**	**n/a**	**n/a**	
2015-18	**77**	**14**	**N = 1**	**N = 13**	**N = 0**	**N = 0**	
			7%	**93%**	**0%**	**0%**	
2014-17	**69**	**17**	**N = 2**	**N = 15**	**N = 0**	**N = 0**	
			12%	**88%**	**0%**	**0%**	
2013-16	**85**	**26**	**N = 2**	**N = 24**	**N = 0**	**N = 0**	
			8%	**92%**	**0%**	**0%**	
2012-15	**98**	**29**	**N = 2**	**N = 27**	**N = 0**	**N = 0**	
			7%	**93%**	**0%**	**0%**	
2011-14	**86**	**22**	**N = 1**	**N = 21**	**N = 0**	**N = 0**	
			5%	**95%**	**0%**	**0%**	

			Teachers Serving by Overall Letter Grade of Building Value-Added					
Initial Licensure Effective Years	Employed as Teachers	Teachers with Value-Added Data	A	B	C	D	F	NR
2019-22	127	37	n/a	n/a	n/a	n/a	n/a	37
			n/a	n/a	n/a	n/a	n/a	100%
2018-21	133	42	N = 0	N = 0	N = 0	N = 0	N = 0	42
			0%	0%	0%	0%	0%	100%
2017-20	65	20	n/a	n/a	n/a	n/a	n/a	n/a
			n/a	n/a	n/a	n/a	n/a	n/a
2016-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
			n/a	n/a	n/a	n/a	n/a	n/a
2015-18	77	14	N = 0	N = 1	N = 0	N = 2	N = 11	N = 0
			0%	7%	0%	14%	79%	0%
2014-17	69	17	N = 5	N = 1	N = 2	N = 0	N = 9	N = 0
			29%	6%	12%	0%	53%	0%
2013-16	85	26	N = 12	N = 1	N = 0	N = 0	N = 13	N = 0
			46%	4%	0%	0%	50%	0%
2012-15	98	29	N = 10	N = 0	N = 2	N = 1	N = 16	N = 0
			35%	0%	7%	3%	55%	0%
2011-14	86	22	N = 3	N = 0	N = 3	N = 0	N = 14	N = 2
			14%	0%	14%	0%	63%	9%

			Teachers Serving by Minority Enrollment by Quartiles				
Initial Licensure Effective Years	Employed as Teachers	Teachers with Value-Added Data	High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
2019-22	127	37	16	9	7	5	n/a
			43%	24%	19%	14%	n/a
2018-21	133	42	N = 23	N = 6	N = 9	N = 4	N = 0
			55%	14%	21%	10%	0%
2017-20	65	20	N = 9	N = 4	N = 5	N = 2	
			45%	20%	25%	10%	
2016-19	n/a	n/a	n/a	n/a	n/a	n/a	
			n/a	n/a	n/a	n/a	
2015-18	77	14	N = 8	N = 3	N = 2	N = 1	
			57%	21%	14%	7%	
2014-17	69	17	N = 5	N = 6	N = 3	N = 3	
			29%	35%	18%	18%	
2013-16	85	26	N = 5	N = 9	N = 9	N = 3	
			19%	35%	35%	12%	
2012-15	98	29	N = 14	N = 9	N = 5	N = 1	
			48%	31%	17%	3%	
2011-14	86	22	N = 12	N = 7	N = 2	N = 1	
			55%	32%	9%	5%	

			Teachers Serving by Poverty Level by Quartiles				
Initial Licensure Effective Years	**Employed as Teachers**	**Teachers with Value-Added Data**	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
2019-22	**127**	**37**	**N = 11**	**N = 12**	**N = 6**	**N = 8**	**n/a**
			32%	**32%**	**16%**	**22%**	**n/a**
2018-21	**133**	**42**	**N = 9**	**N = 19**	**N = 4**	**N = 10**	**N = 0**
			21%	**45%**	**10%**	**24%**	**0%**
2017-20	**65**	**20**	**N = 5**	**N = 6**	**N = 3**	**N = 6**	
			25%	**30%**	**15%**	**30%**	
2016-19	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	
			n/a	**n/a**	**n/a**	**n/a**	
2015-18	**77**	**14**	**N = 4**	**N = 6**	**N = 4**	**N/A**	
			29%	**43%**	**29%**	**N/A**	
2014-17	**69**	**17**	**N = 3**	**N = 5**	**N = 6**	**N = 3**	
			18%	**29%**	**35%**	**18%**	
2013-16	**85**	**26**	**N = 10**	**N = 9**	**N = 3**	**N = 4**	
			30%	**35%**	**12%**	**15%**	
2012-15	**98**	**29**	**N = 7**	**N = 10**	**N = 7**	**N = 5**	
			24%	**34%**	**24%**	**17%**	
2011-14	**86**	**22**	**N = 8**	**N = 8**	**N = 4**	**N = 2**	
			36%	**36%**	**18%**	**9%**	

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