

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Lourdes University

Reporting Period from Sept 1, 2016 to Aug 31, 2017

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, 2013, 2014, 2015, and 2016.
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 or principals with value-added data, only the number (N) is reported.
4. Due to system parameters excluding records with missing demographic data, some records have not been reported.

Value-Added Data for Lourdes University-Prepared Teachers

Initial Licensure Effective Years 2013, 2014, 2015, 2016		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
51	22	N=6 27%	N=1 5%	N=4 18%	N=6 27%	N=5 23%

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=10	N=4	N=1	N=7	N/A
45%	18%	5%	32%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=2	N=20	N/A	N/A
9%	91%	N/A	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=7	N=1	N=5	N=3	N=6	N/A
32%	5%	23%	14%	27%	N/A

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N=5	N=2	N=11	N=4
23%	9%	50%	18%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=5	N=4	N=8	N=5
23%	18%	36%	23%

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

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Value-Added Data for Lourdes University-Prepared Principals

Initial Licensure Effective Years 2013, 2014, 2015, 2016		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
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

Demographic Information for Schools where Lourdes University-Prepared Principals with Value-Added Data Serve

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Type
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Principals Serving by School Type			
Community School	Public School	STEM School	Educational Service Center
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
Not Available Until 2018					

Principals Serving by Minority Enrollment by Quartiles			
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Principals Serving by Poverty Level by Quartiles			
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A