2024
Ohio Educator Preparation Provider Performance Report
Xavier University

Institution Profile

(Data Source: Xavier University)

Xavier University offers 90 undergraduate areas of study in the College of Arts and Sciences, the College of Nursing, the College of Professional Sciences, and the Williams College of Business. Undergraduate minors are offered in 60 areas of study. Graduate programs are offered in 30 areas.

School of Education

The School of Education is housed within the College of Professional Sciences. Education programs are offered in Educational Administration, Middle Childhood Education, Montessori Education, Primary Education, Reading Education, Secondary Education, Special Education, and Teaching English to Speakers of Other Languages. Degrees and licensure are offered in all areas.

Report Overview

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To help improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Department of Higher Education to develop a system for evaluating Ohio's educator preparation programs (ORC section 3333.048).

The Metrics Report requirements were developed in collaboration with the leaders of both the public and private educator preparation programs. Approved Ohio Educator Preparation programs are required to complete the report between October 1-November 30, annually.
Components of the Educator Preparation Reports

The Ohio Department of Higher Education works with the State Board of Education, the Department of Education and Workforce, and higher education institutions to collect data on the following identified metrics for the annual reports:
• Licensure Test Pass Rates
• Ohio Teacher Evaluation System (OTES) Results of Program Graduates
• Ohio Principal Evaluation System (OPES) Results of Program Graduates
• Value-added Data (EVAAS)
• Candidate Academic Measures Considered for Program Admission
• Field/Clinical Experiences
• Pre-Service Teacher Candidate Survey Results
• Resident Educator Survey Results
• Principal Intern Survey Results
• Principal Mentor Survey Results
• Resident Educator Persistence Data
• Excellence and Innovation Initiatives
• National Accreditation

Limitations of the Report
• Principal licensure pass rate data are reported by each institution and have not undergone the rigorous verification and matching process required by Title II.

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Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Xavier University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:
Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

Note that the data on this page is not a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:
1. The information in the report is for those individuals receiving their licenses within the previous four effective years.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	**# Accomplished**	**# Skilled**	**# Developing**	**# Ineffective**
2020	12	27	N<10	N<10
2021	N<10	21	N<10	N<10
2022	N<10	13	N<10	N<10
2023	N<10	14	N<10	N<10

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Ohio Principal Evaluation System (OPES) Results for Individuals Completing Principal Preparation Programs at Xavier University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:
Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses within the previous four effective years.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	**# Accomplished**	**# Skilled**	**# Developing**	**# Ineffective**
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10
2022	10	N<10	N<10	N<10
2023	N<10	N<10	N<10	N<10

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Field and Clinical Experiences for Candidates at Xavier University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Xavier University)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	Y
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	100
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	150
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	100%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	30
Number of candidates who started internship	19
Number of candidates who completed internship	19
Percentage of principal candidates who satisfactorily completed internship	100%

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Description of Data:

Teacher Licensure Tests	
Summary Rating: EFFECTIVE	
Completers Tested	**Pass Rate**
61	95%

Ohio Principal Licensure Examination Pass Rates at Xavier University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Xavier University)

Description of Data:
Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers

Principal Licensure Tests	
Completers Tested	**Pass Rate**
23	96%

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

Reporting period from September 1, 2023 to August 31, 2024.

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 the previous four reporting effective years.
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.

Value-Added Data for Xavier University-Prepared Teachers

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	**Teachers with Value-Added Data**	**Yellow**	**Green**	**Light Blue**
131	32	N=10 31%	N=15 47%	N=7 22%

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=13	N=10	N/A	N=9	N/A
41%	31%	N/A	28%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=1	N=31	N/A	N/A	N/A	N/A
3%	97%	N/A	N/A	N/A	N/A

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=32
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=18	N=7	N=5	N=2	N/A
56%	22%	16%	6%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=6	N=14	N=5	N=7	N/A
19%	44%	16%	22%	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.**

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Value-Added Data for Xavier University-Prepared Principals

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	**Principals with Value-Added Data**	**A**	**B**	**C**	**D**	**F**
N<10	13	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 Xavier University-Prepared Principals with Value-Added Data Serve

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=7	N=2	N=1	N=3	N/A
54%	15%	8%	23%	N/A

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N=13	N/A	N/A	N/A	N/A
N/A	100%	N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School

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

Principals Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=4	N=4	N=1	N=4	N/A
31%	31%	8%	31%	N/A

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Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=2	N=3	N=3	N=5	N/A
15%	23%	23%	38%	N/A

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Xavier University Candidate Academic Measures

(Data Source:Xavier University)
Reporting period from September 1, 2023 to August 31, 2024.

Undergraduate Admission Requirements

A grade of B in English, a grade of C in Introduction to Education are mandated. The BCI/FBI background checks must be passed.

Graduate Admission Requirements

Candidates with an undergraduate GPA greater than 3.0 or holding a master's degree from an accredited university are admitted. Candidates with an undergraduate GPA less than 3.0 may be admitted on a probationary basis. Letters of recommendation, resume, and/or personal statements, are also considered.

Description of Data:
The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A." In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N."

Candidates Admitted is the number admitted (for fall or spring) during the academic year.
Candidates Enrolled is the total number of candidates admitted and enrolled (including program completers) during the academic year.
Candidates Completing is the number meeting all the requirements of a state-approved teacher preparation program during the academic year.

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
ACT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT English Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Essay (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Math Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Reading Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Science Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Graduate	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - High School	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
GPA - Transfer	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Undergraduate	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Quantitative Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Verbal Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Essay, Writing (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Math Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Reading/ Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A

Other Criteria	**Undergraduate**	**Post-Baccalaureate**	**Graduate**
Dispositional Assessment	N	N	N
EMPATHY/Omaha Interview	N	N	N
Essay	Y	N	Y

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
High School Class Rank	N/A	N/A	N/A
Interview	Y	N	N
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	N
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	Y	N	N
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

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Principal Program Admission Requirements

Candidates with an undergraduate GPA greater than 3.0, and/or a master's degree, from an accredited university are admitted. Candidates with an undergraduate GPA less than 3.0 may be admitted on a probationary basis.

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
GPA - Undergraduate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Reading Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT English Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Reading/ Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Verbal Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Quantitative Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Science Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Essay (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Essay, Writing (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Other Criteria	
Dispositional Assessment	N
EMPATHY/Omaha Interview	N
Essay	N
Interview	Y
Letter of Commitment	N
Letter of Recommendation	N
Myers-Briggs Type Indicator	N
Portfolio	N
Prerequisite Courses	N
SRI Teacher Perceiver	N
Superintendent Statement of Sponsorship	N
Teacher Insight	N

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National Accreditation Status

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Department of Higher Education)

Description of Data:
All educator preparation programs (EPPs) in Ohio are required to be accredited by either the Association for Advancing Quality in Educator Preparation (AAQEP) or the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

Accrediting Agency	CAEP
Date of Last Review	Spring 2022
Accreditation Status	Accredited

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Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Xavier University)

Description of Data:
The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.

2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.

3. A scenario where a student is not reported for one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub-license (in which the work is counted) and Year 2 under a RE license.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Xavier University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2020	1	N/A	%	5	N/A	%	1	N/A	%	N/A	N/A	N/A
2021	1	N/A	%	4	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2022	1	N/A	%	4	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A
2023	6	N/A	%	24	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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Excellence and Innovation Initiatives

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Xavier University)

Description of Data:
This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Preparation Programs

Initiative:	Increasing Diversity in Educators Workforce
Purpose:	Develop models of teacher education to increase diversity in the educators' workforce.
Goal:	To recruit, retain, support, and sustain, a 10% increase of Black, Indigenous, and People of Color (BIPOC) teacher candidates, while increasing BIPOC educators by 10% in Princeton City School District.
Number of Participants:	20
Strategy:	1. Collaborative efforts with Princeton City Schools "Grow Your Own" (GYO) program, recruitment of paraprofessionals and other district community members to obtain initial teaching licenses in all areas, with a focus on high need areas. 2. Mentors for each student seeking initial licensure were assigned. 3. Recruitment and informational meetings were held at Princeton, which included representatives from the Office of the Graduate School, licensure coordinator, academic advisors for each area, mentors, and school district personnel. 4. A Deans Compact Grant, funded by the Ohio Department of Education, is being used to support student tuition and books for initial licensure seeking students. Each student may receive up to $5,000 each semester. the grant is for two academic years. 5. A 35% decrease in tuition for school partnership students was offered to graduate students. 6. Students are closely monitored to address potential issues impeding success. 7. Faculty and staff are completing ongoing diversity training closely related to BIPOC students and educators.
Demonstration of Impact:	20 BIPOC students received tuition and textbook funding to complete initial licensure as candidates for primary education, intervention specialists, middle childhood education, adolescence to young adults, and multi-age, licenses

Initiative:	Addressing Educator Shortages in Ohio
Purpose:	Collaborate with school district partners, Princeton City Schools and West Clermont City School Districts, to meet the demand for licensed teachers in high need areas.
Goal:	To support 25 teacher candidates in obtaining their initial license or second license/endorsement students in high need areas.
Number of Participants:	25
Strategy:	Grant from the Educator Shortages funded by the Ohio Department of Education, supports six credit hours per semester for 25 students to pursue their license or endorsement in high need areas. 1. "Grow Your Own" (GYO) programs are supported in partnership districts (Princeton City Schools and West Clermont Local School) recruiting paraprofessionals, substitute teachers, and other district community members to obtain initial teaching licenses or licensed teachers in obtaining second license/ endorsement in high need areas. 2. Offered 35% discount for tuition, allowing grant funding to go 35% further. 3. Marketed and recruited through partnering school districts, and Xavier offices such as the Center for Diversity and Inclusion, and other sources. 4. Academic advising and monitoring each semester. 5. Priority of grant funding for minority applicants.
Demonstration of Impact:	Over 100 potential candidates applied for the grant. Twenty-five students received the grant which began in 2021-2022 academic year.

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Principal Preparation Programs

Initiative:	Threat Assessment Training for School Personnel
Purpose:	To assist school personnel with being in compliance with HB 123 threat assessment
Goal:	To train school personnel with implementing threat assessment teams
Number of Participants:	17
Strategy:	Dr. Brett Burton, Xavier University Educational Administration Program Director, and Chief Robert Warfel, Xavier University Director of Public Safety/Chief of Police hosted a HB 123 threat assessment training session for community school partners. 17 representatives from various school districts participated. A synthesis of threat assessment policies and procedures known best practices, and regulations, were presented along with practical steps to comply with HB 123. Training included: -Rationale for Threat Assessment Approach -Developing a Threat Assessment Team -Identifying and Reporting Threats -How to Conduct a Threat Assessment/Assessing and Classifying Threats -Responding to and Managing Threats -Legal Issues and Confidentiality -Steps for Implementing Threat Assessment in Your School -Enhancing School Climates
Demonstration of Impact:	17 representatives from various school districts participated.
External Recognition:	Received a grant through the Department of Homeland Security for 2023 through 2025