

## Educator Preparation Accountability

The School of Education and Health Sciences reviews data on our educator preparation programs consistent with the CAEP Accountability Measures for educator preparation providers. The measures contained in this report give evidence of our programs' impact on the P-12 schools where our program completers serve. In this report, data is shown for both initial and advanced programs of the University of Dayton. Our Initial Programs are those programs which prepare candidates for their initial teacher license, and are housed in the Department of Teacher Education. Our Advanced Programs are those programs which prepare candidates for licensure in administrative or pupil services areas to serve in P-12 schools, housed in the Department of Educational Administration and Department of Counselor Education, respectively. Please see the table at the following link for a list of these programs offered at the University of Dayton: [educator preparation programs](#).

### CAEP Accountability Measures

- **Measure 1 (Initial): Completer effectiveness.**

Data must address:

- (a) completer impact in contributing to P-12 student-learning growth **AND**
- (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement.**

Data provided should be collected on employers' satisfaction with program completers.

- **Measure 3 (Initial and Advanced): Candidate competency at completion.**

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure.

- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

### Impact on P-12 learning and development

Value-added ratings are provided for Ohio public-school classroom teachers by the Ohio Department of Education. Teachers are rated based on Elementary and Middle School Tests (Grades 4-8) and high school End-of-Course Tests. The ratings indicate the teacher’s impact on their students’ test scores, and are disaggregated by characteristics of the school district and building where they teach.

*\*Evaluation data for the 2019-2020 and 2020-2021 school years were not reported, as data were limited or not available due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bills 197 and 404).*

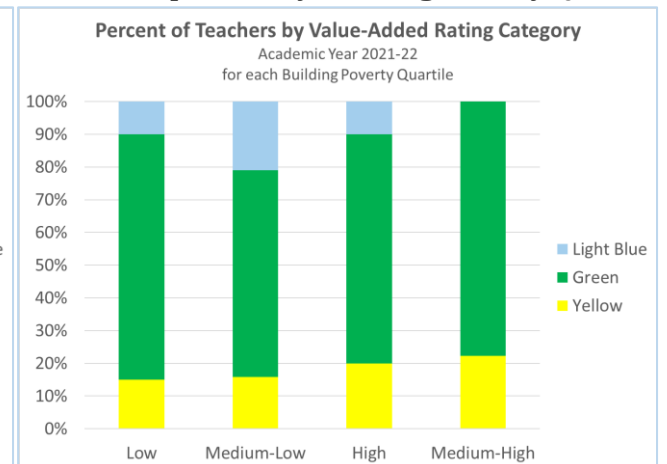
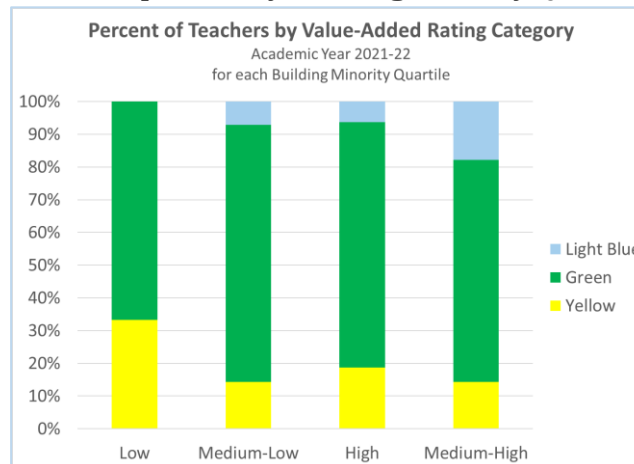
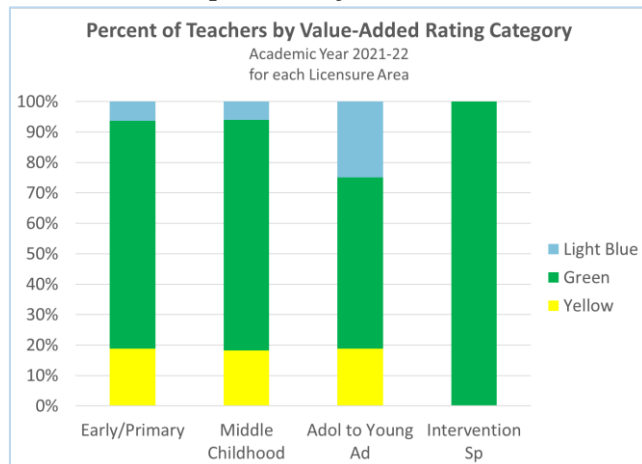
*New classification in 2021-2022: Yellow - Significant evidence that the school's students made less growth than expected; Green - Evidence that the school's students made growth as expected; Light Blue - Significant evidence that the school's students made more growth than expected.*

	University of Dayton	Number of Completers Rated	% Rated Most Effective	% Rated Average +/-	% Rated Least Effective	% in districts with high or med. high: poverty minority		% in buildings rated F
University of Dayton	2017-18	98	19%	47%	34%	48%	65%	43%
	2018-19	88	24%	46%	31%	42%	61%	42%
	<b>New classification 2021-22*</b>	67	<b>Light Blue</b>	<b>Green</b>	<b>Yellow</b>	42%	66%	Not rated
Statewide	2017-18	4,371	18%	59%	23%	54%	50%	43%
	2018-19	3,480	18%	54%	29%	49%	55%	42%
	<b>New classification 2021-22*</b>	2,824	<b>Light Blue</b>	<b>Green</b>	<b>Yellow</b>	50%	54%	Not rated

2022 Comparison by Licensure Area

2022 Comparison by Building Minority Quartile

2022 Comparison by Building Poverty Quartile



Indicators of teaching effectiveness

Ohio Teacher Evaluation System (OTES)

Ohio's system for evaluating teachers (OTES) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. Ratings incorporate teaching observations and performance based on state value-added measures. Data are reported each academic year for teachers by the year their license was effective. Results below are aggregated for each academic year from all teachers having the initial 4-year Resident Educator license.

Academic Year	License Term	University of Dayton				Statewide			
		# Accomplished	# Skilled	# Developing	# Ineffective	# Accomplished	# Skilled	# Developing	# Ineffective
2021-22*	Year 4	N < 10	N < 10	N < 10	N < 10	375	650	N < 10	N < 10
	Year 3	N < 10	18	N < 10	N < 10	272	668	N < 10	N < 10
	Year 2	N < 10	19	N < 10	N < 10	160	846	N < 10	N < 10
	Year 1	N < 10	12	N < 10	N < 10	46	617	N < 10	N < 10
2020-21	Year 4	30	29	N < 10	N < 10	932	1,532	32	N < 10
	Year 3	12	22	N < 10	N < 10	694	1,513	48	N < 10
	Year 2	16	39	N < 10	N < 10	469	1,748	90	N < 10
	Year 1	N < 10	22	N < 10	N < 10	104	1,153	130	N < 10
2019-20**	Year 4	14	10	N < 10	N < 10	496	583	65	N < 10
	Year 3	12	10	N < 10	N < 10	405	530	82	N < 10
	Year 2	11	N < 10	N < 10	N < 10	302	534	88	N < 10
	Year 1	N < 10	12	N < 10	N < 10	204	423	64	N < 10
2018-19	Year 4	38	21	N < 10	N < 10	1,185	1,335	230	N < 10
	Year 3	25	24	N < 10	N < 10	888	1,215	238	N < 10
	Year 2	15	25	N < 10	N < 10	661	1,229	253	N < 10
	Year 1	N < 10	22	N < 10	N < 10	492	847	271	N < 10

\* OTES 2.0 is to be implemented in school districts beginning 2020-21 and by 2021-22. Each teacher will be evaluated according to Ohio Revised Code and the Ohio Teacher Evaluation Framework, which is aligned with the Ohio Standards for the Teaching Profession adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the Teacher Performance Evaluation Rubric.

\*\* 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.

## Satisfaction of Employers

**The University of Dayton uses the feedback from our employers to promote the benefits of our program, as well as to address areas that employers indicate are areas to continue to improve. Technology needs, classroom management, and using value-added measures for K-12 student growth have been addressed.**

Prior to 2022, the School of Education and Health Sciences (SEHS) administered an EPP-created annual survey aligned with its unit outcome goals, emailed to K-12 school officials who employed completers of all our EPP programs. The University of Dayton’s annual Educator Interview Day is jointly hosted by the Office of Career Services and SEHS educator preparation programs. School representatives attending the event were presented an online survey after the event to provide feedback about the event, and the completers they have employed.

Beginning in 2022, the statewide Ohio EPP Employer Survey is administered by SEHS, in partnership with the University of Dayton Office of Career Services. The hard-copy survey was distributed to employer participants of the UD Educator Interview Day, and a link to the online survey was shared with the departmental advisory boards for initial and advanced educator preparation programs. Going forward, Education Interview Day employer participants will receive a link to the online survey by email prior to the event.

### *SEHS Employer Survey*

SEHS Unit Outcome		Initial Programs			Advanced Programs		
		2019	2020	2021	2019	2020	2021
Scholar Practitioner	Understanding of the learning and development of the students/clients they teach/serve or the learning community in which they lead?	91%	91%	89%	89%	84%	92%
Embrace Diversity	Respect for the diversity of the students/clients they serve or the learning community in which they lead?	91%	91%	89%	88%	88%	92%
Building Community	Ability to create learning/professional communities that promote high levels of achievement for all students/clients?	88%	94%	89%	85%	91%	92%
Critical Reflection	Commitment to reflection on professional practices related to professional goals?	84%	94%	86%	79%	91%	88%
	How likely would you be to recommend them for retention?	100%	89%	80%	98%	78%	78%
	How likely would you be to recommend them for promotion?	96%	96%	77%	94%	92%	78%
	<b>Number of Responses</b>	25	16	12	18	8	6

## Satisfaction of Employers

### Ohio EPP Employer Survey

Mean Response (% of Scale: 1 to 4)	Univ of Dayton		State of Ohio	
	2021-22		2021-22	
The University prepares its graduates to:	Initial	Advanced	Initial	Advanced
Understand student learning and development.	83%	73%	84%	84%
Respect the diversity of the students they teach.	89%	87%	87%	86%
Know and understand the content area for which they have instructional responsibility.	89%	83%	83%	83%
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	85%	67%	81%	79%
Be knowledgeable about assessment types, their purposes, and the data they generate.	81%	70%	79%	77%
Analyze data to monitor student progress and learning.	78%	70%	75%	73%
Use data to plan, differentiate, and modify instruction.	80%	67%	76%	74%
Align their instructional goals and activities with school and district priorities.	78%	67%	81%	76%
Differentiate instruction to support the learning needs of all students.	80%	63%	78%	74%
Treat students fairly and establish an environment that is respectful, supportive, and caring.	94%	90%	90%	90%
Maintain an environment that is conducive to learning for all students.	90%	87%	86%	87%
Communicate clearly and effectively.	85%	70%	85%	80%
Collaborate effectively with other teachers, administrators, and district staff.	88%	83%	86%	85%
Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	92%	90%	88%	90%
Assume responsibility for professional growth.	86%	73%	86%	84%
<b>N</b>	<b>64</b>	<b>10</b>	<b>827</b>	<b>67</b>

Professional Knowledge (Ohio Assessments for Educators – OAE) – Completer Results

Performance-Based Assessments (edTPA®) – Completer Results

Initial Programs

The University of Dayton initial licensure programs use the edTPA® national performance-based assessment as a measure of candidates’ competence. A cut-score has been in place for successful completion of the program. Through 2019-20, the cut score for completing the teacher preparation program was set for a total score of 35. That was increased to 37 in 2020-21 to align with the passing score recognized as an alternative to the Assessment of Professional Knowledge exam for an Ohio teaching license. (The cut scores are adjusted for the edTPA for World Language, which has fewer sections, to 30 prior to 2020-21 and increased to 32 in 2020-21 to align with the state passing score.)

On May 26, 2020, the chancellor of the Ohio Department of Higher Education determined the edTPA to be a nationally recognized and scored performance-based assessment, and effective July 1, 2020, successful completion of the edTPA to be an allowable alternative to the Assessment of Professional Knowledge (OAE-APK) for an Ohio teaching license issued by the Ohio Department of Education. Beginning 2020-21, the pass rate reported will include the edTPA (passing score as outlined [here](#)), and an overall pass rate combining the final OAE or edTPA results.

\* OAE is the only Professional Knowledge competency recognized for 2019-20.

Licensure Area - Completers	Assessment of Professional Knowledge						edTPA						Overall Pass Rate					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20*		2020-21		2021-22	
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate
Art Education	2	*N < 3	0		0		4	100%	5	100%	1	*N < 3			5	100%	1	*N < 3
AYA - Integrated Language Arts	3	100%	0		12	92%	3	100%	9	100%	12	100%			9	100%	12	100%
AYA - Integrated Math	4	100%	3	100%	5	100%	4	100%	6	100%	7	71%			6	100%	7	86%
AYA - Integrated Social Studies	8	100%	0		12	100%	7	86%	7	100%	13	100%			7	100%	13	100%
AYA – Science	3	100%	1	*N < 3	2	*N < 3	3	67%	7	100%	2	*N < 3			7	100%	2	*N < 3
Early Childhood	62	90%	14	100%	10	90%	60	95%	59	100%	68	97%			59	100%	68	97%
Intervention Specialist	19	100%	4	100%	2	*N < 3	19	100%	19	95%	17	100%			19	95%	17	100%
Middle Childhood	20	90%	2	*N < 3	1	*N < 3	21	86%	18	100%	22	95%			18	100%	22	95%
Music Education	5	80%	0		0		6	67%	8	100%	3	100%			8	100%	3	100%
World Language	4	100%	2	*N < 3	5	100%	4	100%	7	100%	5	100%			7	100%	5	100%
<b>ALL PROGRAMS</b>	130	93%	26	100%	49	96%	127	92%	145	95%	150	96%			145	99%	150	97%

Professional Knowledge (Ohio Assessments for Educators – OAE, Praxis II) – All Takers

Advanced Programs

		2019-20		2020-21		2021-22	
Licensure Area	Test	N	Pass Rate	N	Pass Rate	N	Pass Rate
Principal	OAE: Educational Leadership	51	92%	108	87%	37	97%
School Counselor	OAE: School Counselor	20	95%	23	86%	30	90%
School Psychologist	Praxis II: School Psychologist	10	100%	12	100%	11	91%

Content Exams: Ohio Assessments for Educators (OAE) – Completer Results

Initial Programs

\* Results masked for N < 3

		2019-20		2020-21		2021-22	
Program	Test	N	Pass Rate	N	Pass Rate	N	Pass Rate
Art Education	Art	1	*	4	100%	0	*
AYA - Integrated Language Arts	English Language Arts	3	100%	9	100%	11	82%
AYA - Integrated Math	Mathematics	3	100%	6	100%	5	100%
AYA - Integrated Social Studies	Integrated Social Studies	8	100%	7	100%	11	82%
AYA – Science	All Content Exams	3	33%	4	75%	2	50%
Early Childhood/Primary	Early Childhood Education	62	98%	58	97%	13	92%
	Early Childhood Spec Educ	13	92%	9	89%	15	87%
	Elem Education Subtest I	37	84%	39	87%	55	82%
	Elem Education Subtest II	36	83%	39	87%	53	79%
	Foundations of Reading	60	98%	60	90%	61	90%
Intervention Specialist	Foundations of Reading	19	100%	21	95%	16	94%
	Special Education	20	100%	21	100%	16	100%
Middle Childhood; Middle Childhood / Intervention Specialist Dual Program	Foundations of Reading	20	95%	16	94%	19	90%
	Mid Grades Eng Lang Arts	7	86%	5	100%	9	100%
	Mid Grades Mathematics	11	91%	13	100%	16	88%
	Mid Grades Science	11	100%	9	89%	10	70%
	Mid Grades SS	10	90%	5	100%	6	67%
	Special Education	12	92%	11	100%	13	100%
Music Education	Music	6	100%	8	100%	2	*

Ohio Licensed Educator	% of completers employed		
	2020 any educator position / a position prepared for	2021 any educator position / a position prepared for	2022 any educator position / a position prepared for
<b>Initial Licensure<sup>1</sup></b>	<b>95% / 94%</b>	<b>93% / 86%</b>	<b>90% / 75%</b>
Undergraduate	95% / 93%	94% / 86%	90% / 77%
Post-baccalaureate	100% / 100%	87% / 87%	100% / 100%
Early Childhood	97% / 95%	95% / 85%	97% / 79%
Middle Childhood	100% / 100%	94% / 89%	90% / 86%
Adol to Young Adult	87% / 80%	90% / 83%	79% / 71%
Intervention Specialist	90% / 90%	92% / 92%	100% / 87%
Multi-Age (Music/Art/World Lang)	100% / 100%	90% / 80%	100% / 89%
<b>Advanced Licensure<sup>2</sup></b>			
Principal Licensure	73% / 8%	91% / 15%	93% / 9%
Superintendent License	88% / 25%	100% / 40%	100% / 30%
Curriculum, Instruction & Prof. Dev	n/a	100% / 0%	N < 3
School Counselor	95% / 68%	16% / 16%	38% / 14%
School Psychologist	100% / 100%	100% internships	73% / 73% including internships

<sup>1</sup>Initial Licensure

Initial licensure employment rates are determined from the office of Career Services Flyer First Destination Survey. The data show the percent responding who are employed within six months of completing a teacher preparation program. Rates are determined for employment in any position in the field of Education, and in a teaching position in a public or private school. Since many of our initial licensure completers get jobs teaching in other states, or in private schools, this self-reported data from the University of Dayton survey is a clearer representation of our completers, with a consistent knowledge rate above 95%.

<sup>2</sup>Advanced Licensure

Employment data from the Ohio Dept. of Education is matched to data on licenses granted by the University of Dayton. Employment rates are determined for the percent of UD licensed educators employed in Ohio’s public schools during the reported school year, and for educators employed in a position prepared for, according to the effective year of the approved license. Administrative licenses (principal, superintendent, and CIPD) are typically obtained while a candidate is working in a position required for pursuing the building-level or district-level license.