CAEP Annual Reporting Measures 2024
University of Toledo

JUDITH HERB
COLLEGE OF EDUCATION
utoledo.edu/education

FUELING **TOMORROWS**

Included data collected/reported from Academic Year 2022 - 2023 (September 1, 2022- August 31, 2023)

1. IMPACT MEASURE: Impact on P-12 Learning and Development

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. EVAAS: https://evaasresources.sas.com/oh-evaas/full-view.html

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2019, 2020, 2021 and 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 or principals with value-added data, only the number (N) is reported.

Ohio Department of Education Summary Value-Added Data

	Employed as Teachers	Teachers with Value-Added Data	Associated Value-Added Classifications		
			Yellow	Green	Light Blue
2018-2021	216	69	N=24 (35%)	N=39(57%)	N=6 (9%)
2019-2022	178	58	N=12 (21%)	N=38 (66%)	N=8 (14%)

The Ohio Teacher Evaluation System

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.
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.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:
1. The information in the report is for those individuals receiving their licenses with effective years of 2019, 2020, 202` and 2022.
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.

Data below do not include ineffective as ODHE did not report this data, due a low N in that category.

Ohio Department of Higher Education Summary OTES Data: UT and State

Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2019 UT	16	32	N<10	N<10
2020 UT	12	44	N<10	N<10
2021 UT	N<10	28	N<10	N<10
2022 UT	N<10	11	N<10	N<10

2. IMPACT MEASURE: Satisfaction of employers and stakeholder involvement

The EPP held a launched a survey with mentor teachers to respond to a series of questions regarding their perceptions of UToledo field experiences for teaching candidates. There were 93 respondents to 4 qualitative survey questions. The majority (89%) of mentor teachers indicated that the field experiences for candidates – both practicums and internships – aligned with the needs and expectations of their school or organization. Additionally, the majority (92%) of mentor teachers discussed that their teaching candidate came prepared to be successful participants in their field experience. Mentor teachers collectively described a positive impact from UToledo teacher candidates in field experiences, highlighting the effectiveness of candidates in planning and delivering lessons that aligned with curriculum standards. UToledo teacher candidates were praised for creating engaging learning environments through providing individualized support, mentorship, and assistance as needed. Additionally, there was consistent feedback regarding the UToledo teacher candidates'

contributions to fostering a positive and inclusive classroom atmosphere. They were described as being respectful, supportive, and encouraging, promoting a culture of positivity and respect among students. UToledo teacher candidates were noted to actively contribute to the broader goals of the school or district, focus on student well-being, growth and individualized instruction. Finally, UToledo teacher candidates were described as demonstrating professionalism and adapting quickly to the classroom setting. Overall, while mentor teachers had many positive responses regarding UToledo field experiences, they also identified a few areas for improvement, with the most cited suggestions requesting more clearly outlined expectations for each unique experience that addressed the handoffs between UToledo classes and the field experience, as well as more direct communication.

3. OUTCOME MEASURE: Competency at Completion

OAE Exam: The Ohio Assessment for Educators (OAE) are the licensure exams required for teacher licensure in the state of Ohio.

Ohio Assessment for Educators (OAE) Overall Pass Rates for Teacher Licensure

Completed Year	Completers Tested	Pass Rate	Statewide
2022-23	107	91%	88%
2021-22	108	98%	93%
2020-21	120	95%	91%

Ohio Assessments for Educators 2022-23 Pass Rates

Program	# Taking OAE	# Passing OAE	UT Pass Rate	Ohio Pass Rate
Adolescent/Young Adult (7-12)				
Integrated Language Arts				
English Language Arts #020	5	N<5	-	84%
Integrated Mathematics				
Mathematics #027	10	9	90%	74%
Science				
Biology #007	N<5	N<5	-	79%
Chemistry #009	N<5	N<5	-	74%

Integrated Science #024	N<5	N<5	-	87%
Physics #035	N/A	N/A	-	94%
Integrated Social Studies				
Integrated Social Studies #025	8	6	75%	85%
Early Childhood (PK-3)				
Early Childhood #012	43	41	95%	89%
Early Childhood Generalist 4-5 Endorsement				
Elementary Ed Subtest I #018	29	25	86%	82%
Elementary Ed Subtest II #019	31	23	74%	75%
Educational Administration				
Educational Leadership #015	8	7	88%	91%
Middle Childhood (4-9)				
Middle Grades English Language Arts #028	8	6	75%	93%
Middle Grades Mathematics #030	8	7	88%	84%
Middle Grades Science #029	7	7	100%	92%
Middle Grades Social Studies #031	6	5	83%	87%
Intervention Specialist - Special Education (K-12)				
Special Education #043	23	21	91%	88%
Multi-Age (PK-12)				
Music #032	N<5	N<5	-	89%
Art #006	N/A	N/A	-	95%
OAE Pedagogy Assessment				
Professional Knowledge PK-3 #001	45	42	93%	91%
Professional Knowledge Middle 4-9 #002	14	12	86%	90%

Professional Knowledge AYA 7-12 #003	29	28	97%	97%
Professional Knowledge Multi-Age PK-12 #004	31	29	94%	95%
Prekindergarten Special Needs Endorsement				
Early Childhood Special Education #013	N<5	N<5	-	85%
Reading K-12 Endorsement				
Reading Subtest I #038	N<5	N<5	-	96%
Reading Subtest II #039	N<5	N<5	-	96%
Early Childhood, Middle Childhood, Intervention Specialist				
Foundations of Reading #090	21	17	81%	73%

(This table reflects data reported by Pearson ResultsAnalyzer)

4. OUTCOME MEASURE: Ability of completers to be hired in education positions for which they have been prepared

Initial Teacher Licensure Rate Data

UToledo tracks the number and percentage of completers who applied and were awarded licensure post-graduation.

	2020-2021		2021-2022		2022-2023	
Program	Total	% Licensed	Total	% Licensed	Total	% Licensed
AYA English Language Arts	11	82%	17	76%	N<5	33.3%
AYA Mathematics	5	80%	N<5	100%	10	66.7%
AYA Science	10	100%	N<5	50%	N<5	50%
AYA Social Studies	10	100%	8	100%	5	55.6%
Middle Childhood Education	19	100%	9	78%	9	52.9%
Early Childhood Education	50	90%	51	75%	22	64.7%
Intervention Specialist / Special Ed	17	100%	14	79%	11	61.1%
Multi-age: Art	N<5	100%	N<5	33%	N<5	100%
Multi-age: Music	N<5	100%	5	60%	N<5	66.7%

Multi-age: Foreign Language	N<5	100%	N<5	100%	N<5	100%
Ed Administration: Principal	N<5	50%	N<5	N/A	N<5	N/A
UToledo Overall	123	95%	114	75%	72	61.2%

Employment Rates for Initial Teacher Preparation Programs

The EPP tracks its graduates' employment on a yearly basis to keep records accurate and up to date.

	# of Completers	% of Completers tracked	Employed in education	Graduate Schools	Career other than PreK-12 teaching	Unemployed
2021-2022	115	79%	88%	11%	2%	-
2020-2021	130	75%	93.8%	3%	2%	1.2%
2019-2020	138	85%	91.5%	1.7%	3.4%	3.4%