

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

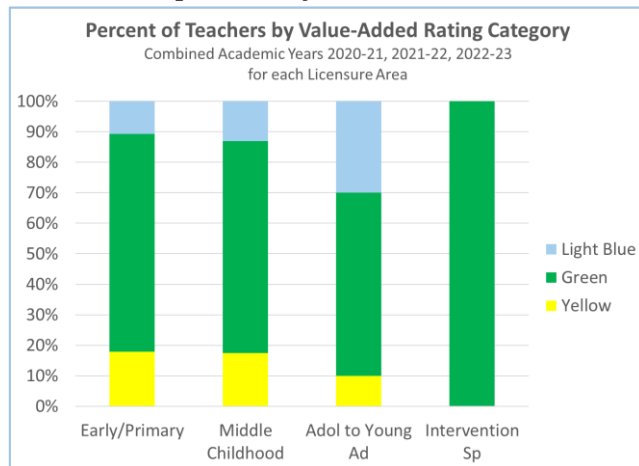
Value-added ratings are provided for Ohio public-school classroom teachers by the Ohio Department of Education. Teachers are rated based on Elementary and Middle School Tests (Grades 4-8) and high school End-of-Course Tests. The ratings indicate the teacher’s impact on their students’ test scores, and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

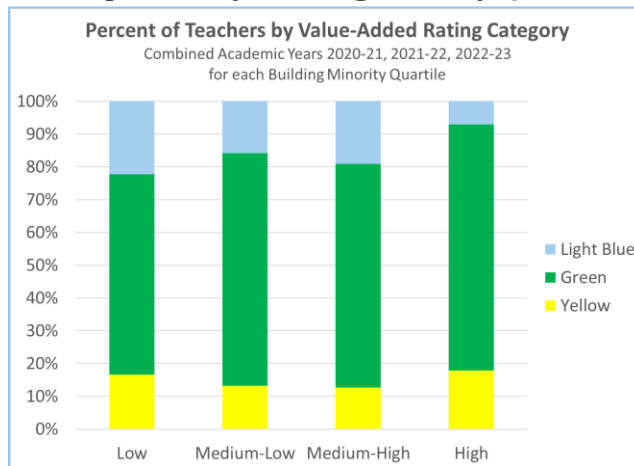
***New classification in 2021-2022: Yellow - Significant evidence that the school's students made less growth than expected; Green - Evidence that the school's students made growth as expected; Light Blue - Significant evidence that the school's students made more growth than expected.*

	University of Dayton	Number of Completers Rated	% Rated Most Effective	% Rated Average +/-	% Rated Least Effective	% in districts with high or med. high:	
						poverty	minority
University of Dayton	2018-19*	88	24%	46%	31%	42%	61%
	New classification		Light Blue	Green	Yellow		
	2021-22**	67	10%	72%	18%	42%	66%
	2022-23	74	23%	66%	11%	38%	57%
Statewide	2018-19*	3,480	18%	54%	29%	49%	55%
	New classification		Light Blue	Green	Yellow		
	2021-22*	2,824	13%	65%	22%	50%	54%
	2022-23	<i>The 2023 Statewide Value-Added Ratings have not been published as of April 30, 2024</i>					

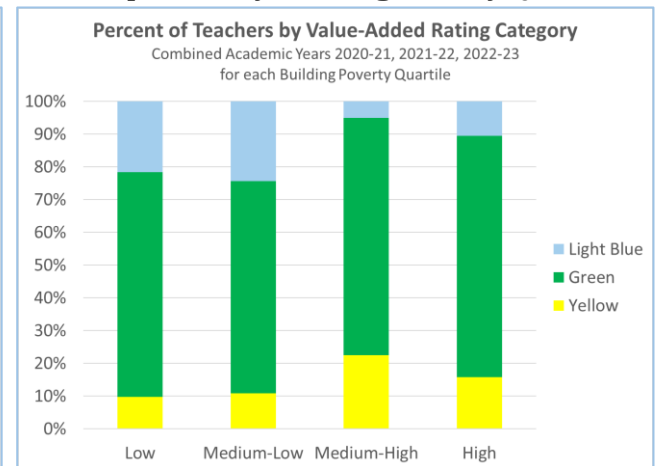
Comparison by Licensure Area



Comparison by Building Minority Quartile



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.

University of Dayton completers are consistently rated Accomplished or Proficient, with improvement shown in completers in their 4th year of teaching over first-year teachers, echoing the statewide results.

Academic Year	License Term	University of Dayton				Statewide			
		# Accomplished	# Proficient	# Developing	# Ineffective	# Accomplished	# Proficient	# Developing	# Ineffective
2022-23	Year 4	23	41	N < 3	N < 3	The 2023 Statewide OTES ratings have not been published as of April 30, 2024			
	Year 3	6	40	N < 3	N < 3				
	Year 2	5	38	5	N < 3				
	Year 1	4	24	5	N < 3				
2021-22*	Year 4	N < 3	9	N < 3	N < 3	375	650	N < 10	N < 10
	Year 3	6	18	N < 3	N < 3	272	668	N < 10	N < 10
	Year 2	N < 3	19	N < 3	N < 3	160	846	N < 10	N < 10
	Year 1	N < 3	12	N < 3	N < 3	46	617	N < 10	N < 10
2020-21	Year 4	30	29	N < 3	N < 3	932	1,532	32	N < 10
	Year 3	12	22	N < 3	N < 3	694	1,513	48	N < 10
	Year 2	16	39	N < 3	N < 3	469	1,748	90	N < 10
	Year 1	N < 3	22	4	N < 3	104	1,153	130	N < 10

* OTES 2.0 was 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.

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.

SEHS Employer Survey

Mean Response (% of Scale: 1 to 4)		Initial Programs			Advanced Programs		
SEHS Unit Outcome		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%
	Number of Responses	25	16	12	18	8	6

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, and departmental advisory boards will continue to complete the survey online.

Satisfaction of Employers

Ohio EPP Employer Survey

Employers of University of Dayton initial program completers have responded positively about the University of Dayton programs, with average responses consistently above 3-agree to all areas of preparation, with average ratings generally higher than the statewide results. The results for UD's advanced programs have improved from 2021-22 to 2022-23 surveys, when most areas were rated 3.5 or greater and few areas had responses below the statewide average.

Mean Response (% of Scale: 1-strongly disagree to 4-strongly agree)	Initial				Advanced			
	2021-22		2022-23		2021-22		2022-23	
The University prepares its graduates to:	UD	Statewide	UD	Statewide	UD	Statewide	UD	Statewide
Understand student learning and development.	3.60	3.52	3.71	3.53	3.2	3.5	3.8	3.6
Respect the diversity of the students they teach.	3.70	3.61	3.71	3.59	3.6	3.6	3.7	3.6
Know and understand the content area for which they have instructional responsibility.	3.63	3.49	3.79	3.54	3.5	3.5	3.9	3.7
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.60	3.43	3.64	3.44	3.0	3.4	3.8	3.5
Be knowledgeable about assessment types, their purposes, and the data they generate.	3.42	3.36	3.50	3.36	3.1	3.3	3.4	3.4
Analyze data to monitor student progress and learning.	3.26	3.26	3.21	3.28	3.1	3.2	3.1	3.2
Use data to plan, differentiate, and modify instruction.	3.44	3.26	3.29	3.22	3.0	3.2	3.1	3.2
Align their instructional goals and activities with school and district priorities.	3.40	3.43	3.64	3.44	3.0	3.3	3.7	3.5
Differentiate instruction to support the learning needs of all students.	3.42	3.32	3.36	3.41	2.9	3.2	3.3	3.3
Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.77	3.69	3.71	3.63	3.7	3.7	3.7	3.6
Maintain an environment that is conducive to learning for all students.	3.60	3.59	3.43	3.55	3.6	3.6	3.7	3.5
Communicate clearly and effectively.	3.67	3.55	3.36	3.54	3.1	3.4	3.3	3.5
Collaborate effectively with other teachers, administrators, and district staff.	3.67	3.60	3.43	3.58	3.5	2.9	3.5	3.6
Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.74	3.65	3.50	3.57	3.7	2.9	3.7	3.6
Assume responsibility for professional growth.	3.60	3.57	3.50	3.53	3.2	2.8	3.5	3.5
N	43	726	14	698	10	67	12	61

Initial Programs

Professional Knowledge (Ohio Assessments for Educators – OAE, and edTPA®)

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. Candidates’ total edTPA score must be at least 37, which aligns 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. These candidates must score at least 32 in 2020-21 to align with the state passing score.)

The edTPA, as a nationally recognized and scored performance-based assessment, meets Ohio requirements as an allowable alternative to the Assessment of Professional Knowledge (OAE-APK) for an Ohio teaching license issued by the Ohio Department of Education. The overall Assessment of Professional Knowledge pass rate reported here combining candidates’ OAE or edTPA results.

Licensure Area - Completers	Assessment of Professional Knowledge						Assessment of Teaching Practice						Overall Pass Rate					
	2020-21		<u>OAE</u>		2022-23		2020-21		<u>edTPA</u>		2022-23		2020-21		2021-22		2022-23	
	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	0	*	0	*	3	100%	5	100%	1	*N < 3	3	100%	5	100%	1	*N < 3	3	100%
AYA - Integrated Language Arts	0	*	12	92%	10	100%	9	100%	12	100%	12	100%	9	100%	12	100%	12	100%
AYA - Integrated Math	3	100%	5	100%	2	*N < 3	6	100%	7	71%	2	*N < 3	6	100%	7	86%	2	*N < 3
AYA - Integrated Social Studies	0	*	12	100%	5	100%	7	100%	13	100%	10	80%	7	100%	13	100%	10	90%
AYA – Science	1	*N < 3	2	*N < 3	4	100%	7	100%	2	*N < 3	6	83%	7	100%	2	*N < 3	6	100%
Early Childhood	14	100%	10	90%	8	100%	59	100%	68	97%	65	89%	59	100%	68	97%	67	92%
Intervention Specialist	4	100%	2	*N < 3	0	*	19	95%	17	100%	12	92%	19	95%	17	100%	12	92%
Middle Childhood	2	*N < 3	1	*N < 3	4	100%	18	100%	22	95%	15	93%	18	100%	22	95%	15	100%
Music Education	0	*	0	*	0	*	8	100%	3	100%	3	100%	8	100%	3	100%	3	100%
World Language	2	*N < 3	5	100%	1	*N < 3	7	100%	5	100%	3	67%	7	100%	5	100%	4	75%
ALL PROGRAMS	26	100%	49	96%	36	100%	145	95%	150	96%	131	100%	145	99%	150	97%	140	94%

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

		2020-21		2021-22		2022-23	
Program	Test	N	Pass Rate	N	Pass Rate	N	Pass Rate
Art Education	Art	4	100%	0	*	3	100%
AYA - Integrated Language Arts	English Language Arts	9	100%	11	82%	12	100%
AYA - Integrated Math	Mathematics	6	100%	5	100%	2	100%
AYA - Integrated Social Studies	Integrated Social Studies	7	100%	11	82%	10	90%
AYA – Science	Science	4	75%	2	N < 3	5	80%
Pre-K to Grade 5	Early Childhood Education	58	97%	13	92%	5	100%
	Early Childhood Spec Educ	9	89%	15	87%	15	100%
	Elem Education Subtest I	39	87%	55	82%	59	95%
	Elem Education Subtest II	39	87%	53	79%	58	86%
	Foundations of Reading	60	90%	61	90%	63	92%
Intervention Specialist	Special Education	21	100%	16	100%	10	100%
	Foundations of Reading	21	95%	16	94%	10	70%
Middle Childhood; Middle Childhood / Intervention Specialist Dual Program	Foundations of Reading	16	94%	19	90%	6	100%
	Mid Grades Eng Lang Arts	5	100%	9	100%	6	100%
	Mid Grades Mathematics	13	100%	16	88%	10	90%
	Mid Grades Science	9	89%	10	70%	6	100%
	Mid Grades SS	5	100%	6	67%	6	83%
	Special Education	11	100%	13	100%	7	86%
	Foundations of Reading	3	100%	3	100%	14	93%
Music Education	Music	8	100%	2	N < 3	3	100%

Advanced Programs

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

		2020-21		2021-22		2022-23	
Licensure Area	Test	N	Pass Rate	N	Pass Rate	N	Pass Rate
Principal	OAE: Educational Leadership	108	87%	37	97%	50	96%
School Counselor	OAE: School Counselor	23	86%	30	90%	19	100%
School Psychologist	Praxis II: School Psychologist	12	100%	11	91%	12	100%

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
Initial Licensure¹	95% / 94%	93% / 86%	90% / 75%
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%
Advanced Licensure²			
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

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%.

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.