



Memorandum

To: Governor John Kasich
Senate President Larry Obhof
House Speaker Clifford Rosenberger
Senate Minority Leader Kenny Yuko
House Minority Leader Fred Strahorn
LSC Director Mark Flanders

From: John Carey, Chancellor, Ohio Department of Higher Education

Date: February 15, 2018

Subject: Legislative report regarding aggregate academic growth for students in teacher preparation programs

In accordance with Section 3333.048 of the Ohio Revised Code, my office is required to report on educator preparation program metrics that are “aligned with the standards and qualifications for educator licenses adopted by the state board of education under section [3319.22](#) of the Revised Code and the requirements of the Ohio teacher residency program established under section [3319.223](#) of the Revised Code.”

For this report, the chancellor is required to:

- Use the value-added progress dimension prescribed by section 3302.021 of the Revised Code or the alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 of the Revised Code.
- Aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period.

The statewide report is provided here and also is [posted online](#). In addition, reports detailing results for each institution and each licensure preparation program are posted online at: <https://www.ohiohighered.org/educator-accountability/2017-performance-reports>.

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

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: Ohio Department 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.

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 2013, 2014, 2015, and 2016.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to Ohio law, 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
2013	1611	1680	164	N<10
2014	1360	1566	173	N<10
2015	1010	1523	231	N<10
2016	534	1045	260	N<10

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**Ohio Principal Evaluation System (OPES) Results for Individuals Completing
Principal Preparation Programs**

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: Ohio Department 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 with effective years of 2013, 2014, 2015, and 2016.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2013	78	64	N<10	N<10
2014	56	51	N<10	N<10
2015	29	45	N<10	N<10
2016	10	19	N<10	N<10

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Field and Clinical Experiences for Candidates

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: Ohio Educator Preparation Providers)

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	Statewide Data
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	137.35
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	326.39
Statewide median number of hours required in student teaching experience	490.00
Statewide average number of weeks required in student teaching experience	14.39
Percentage of candidates satisfactorily completing their student teaching experience	97%

Principal Preparation Programs	
Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	28.82
Number of candidates admitted to internship (Current Year)	910
Number of candidates completing internship (Current Year)	863
Percentage of candidates who satisfactorily completed internship	95%

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Ohio Educator Licensure Examination Pass Rates

Reporting Period from Sept 1, 2015 to Aug 31, 2016
(Data Source: USDOE Title II Report)

Description of Data:

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses.

Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2016-2017.

All Licensure Tests		
Completers Tested	Completers Passed	Pass Rate
4772	4549	95%

ACTFL Assessments					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
OPI French	1006	6	N<10	N<10	N/A
OPI German	1007	6	N<10	N<10	N/A
OPI Mandarin	1013	6	N<10	N<10	N/A
OPI Spanish	1018	6	32	30	94%
WPT Chinese	2002	6	N<10	N<10	N/A
WPT French	2005	6	N<10	N<10	N/A
WPT German	2006	6	N<10	N<10	N/A
WPT Spanish	2015	6	32	31	97%
OPIc Spanish	3002	6	N<10	N<10	N/A

Ohio Assessments for Educators (OAE)					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
APK: Early Childhood (PK-3)	001	220	1788	1752	98%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
APK: Middle Childhood (4-9)	002	220	683	663	97%
APK: Adolescence to Young Adult (7-12)	003	220	904	904	100%
APK: Multi-Age (PK-12)	004	220	1212	1176	97%
Agriscience	005	220	N<10	N<10	N/A
Art	006	220	90	85	94%
Biology	007	220	50	49	98%
Business Education	008	220	N<10	N<10	N/A
Chemistry	009	220	22	20	91%
Early Childhood Education	012	220	1800	1782	99%
Early Childhood Special Education	013	220	217	213	98%
Earth and Space Science	014	220	16	16	100%
English Language Arts	020	220	285	271	95%
English to Speakers of Other Languages	021	220	N<10	N<10	N/A
Family and Consumer Sciences	022	220	N<10	N<10	N/A
Health	023	220	44	43	98%
Integrated Science	024	220	57	55	96%
Integrated Social Studies	025	220	287	270	94%
Marketing	026	220	N<10	N<10	N/A
Mathematics	027	220	204	198	97%
Middle Grades English Language Arts	028	220	332	302	91%
Middle Grades Science	029	220	305	281	92%
Middle Grades Mathematics	030	220	357	318	89%
Middle Grades Social Studies	031	220	323	258	80%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Music	032	220	238	231	97%
Physical Education	034	220	82	76	93%
Physics	035	220	13	13	100%
Special Education	043	220	832	799	96%
Special Education Specialist: Deaf/Hard of Hearing	044	220	N<10	N<10	N/A
Special Education Specialist: Visually Impaired	045	220	N<10	N<10	N/A
Theater	048	220	N<10	N<10	N/A

Praxis II Assessments

Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Education of Young Children	0021	166	N<10	N<10	N/A
Biology and General Science	0030	560	N<10	N<10	N/A
Eng Lang Lit Comp Content Knowledge	0041	167	N<10	N<10	N/A
Mathematics Content Knowledge	0061	139	N<10	N<10	N/A
Middle School Mathematics	0069	143	N<10	N<10	N/A
Social Studies Content Knowledge	0081	157	N<10	N<10	N/A
Middle School Social Studies	0089	151	N<10	N<10	N/A
Physical Ed Content Knowledge	0091	153	N<10	N<10	N/A
Music Content Knowledge	0113	154	N<10	N<10	N/A
Art Content Knowledge	0133	157	N<10	N<10	N/A
SE Core Knowledge & Applications	0354	145	12	12	100%
Middle School Science	0439	144	N<10	N<10	N/A
Princ Learning and Teaching Early Child	0521	166	N<10	N<10	N/A

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Princ Learning and Teaching K-6	0522	168	N<10	N<10	N/A
Princ Learning and Teaching 5-9	0523	168	N<10	N<10	N/A
Princ Learning and Teaching 7-12	0524	165	17	17	100%
Health Education	0550	480	N<10	N<10	N/A
Princ Learning and Teaching Early Child II	0621	157	N<10	N<10	N/A
Princ Learning and Teaching 7-12 II	0624	157	N<10	N<10	N/A
Education Of Young Children	5021	166	N<10	N<10	N/A
Eng Lang Lit Comp Content Knowledge	5041	167	N<10	N<10	N/A
Social Studies Content Knowledge	5081	157	N<10	N<10	N/A
Business Ed Content Knowledge	5101	148	N<10	N<10	N/A
Se Core Knowledge & Applications CBT	5354	145	N<10	N<10	N/A
Earth And Space Sciences - CK CBT	5571	151	N<10	N<10	N/A
Princ Learning And Teaching Early Child CBT	5621	157	N<10	N<10	N/A
Princ Learning And Teaching 5-9 CBT	5623	160	N<10	N<10	N/A
Princ Learning And Teaching 7-12 CBT	5624	157	N<10	N<10	N/A

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Ohio Principal Licensure Examination Pass Rates

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: Ohio Educator Preparation Providers)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2015-2016 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Test		
Completers Tested	Completers Passed	Pass Rate
854	703	82%

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

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

(Data Source: Ohio Department of Education Approved Vendors within SAS® EVAAS® Value-Added Models)

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.

Teacher Preparation Programs

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
11485	4371	N=765 18%	N=414 9%	N=1522 35%	N=657 15%	N=1013 23%

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=1186	N=1269	N=138	N=1778	N/A
27%	29%	3%	41%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=347	N=4017	N=7	N/A
8%	92%	<1%	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=1602	N=204	N=490	N=231	N=1823	N=21
37%	5%	11%	5%	42%	<1%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N=1018	N=1170	N=1200	N=983
23%	27%	27%	22%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=1127	N=1234	N=1070	N=940
26%	28%	24%	22%

* 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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Principal Preparation Programs

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
336	299	N=102 34%	N=17 6%	N=48 16%	N=21 7%	N=111 37%	N/A N/A

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

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=174	N=54	N=5	N=66	N/A
58%	58%	2%	22%	N/A

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=11	N=286	N=2	N/A
4%	96%	<1%	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=85	N=71	N=90	N=53
28%	24%	30%	18%

Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=71	N=59	N=77	N=92
24%	20%	26%	31%

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Candidate Academic Measures

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: Ohio Educator Preparation Providers; Statewide Weighted Means Calculated by Ohio Department of Higher Education)

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".

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	U=4201 P=449 G=841	U=3.41 P=3.5 G=3.4	U=12750 P=1070 G=1655	U=3.38 P=3.5 G=3.41	U=3196 P=366 G=595	U=3.52 P=3.57 G=3.45
GPA - High School	0.00-4.00	U=487 P=N/A G=N/A	U=3.45 P=N/A G=N/A	U=1275 P=N/A G=N/A	U=3.4 P=N/A G=N/A	U=314 P=N/A G=N/A	U=3.41 P=N/A G=N/A
GPA - Transfer	0.00-4.00	U=138 P=N/A G=N/A	U=3.41 P=N/A G=N/A	U=484 P=N/A G=N/A	U=3.34 P=N/A G=N/A	U=191 P=N/A G=N/A	U=3.32 P=N/A G=N/A
GPA - Graduate	0.00-4.00	U=N/A P=N/A G=140	U=N/A P=N/A G=3.85	U=N/A P=N/A G=286	U=N/A P=N/A G=3.83	U=N/A P=N/A G=86	U=N/A P=N/A G=3.8
ACT Composite Score	1-36	U=1767 P=71 G=93	U=24.07 P=24.74 G=25.64	U=6457 P=286 G=122	U=23.32 P=23.32 G=24.97	U=1568 P=93 G=86	U=23.92 P=23.62 G=25.6
ACT Math Subscore	1-36	U=958 P=15 G=91	U=24.38 P=26.6 G=24.79	U=2165 P=26 G=113	U=23.72 P=25.46 G=24.07	U=690 P=12 G=70	U=24.38 P=24.33 G=25.44
ACT Reading Subscore	1-36	U=893 P=16 G=72	U=25.71 P=29.06 G=27.6	U=2033 P=21 G=82	U=25.08 P=28.95 G=27.4	U=648 P=11 G=66	U=25.65 P=27.35 G=27.8
ACT English Subscore	1-36	U=949 P=17 G=91	U=24.5 P=26.24 G=25.94	U=2091 P=29 G=113	U=24.01 P=26.31 G=25.28	U=645 P=13 G=70	U=24.59 P=27 G=26.3
SAT Composite Score	600-2400	U=185 P=N<10 G=N<10	U=1139.1 P=N<10 G=N<10	U=595 P=18 G=N<10	U=1143.31 P=1130.56 G=N<10	U=155 P=N<10 G=N<10	U=1116.99 P=N<10 G=N<10
SAT Quantitative Subscore	200-800	U=239 P=N<10 G=32	U=568.99 P=N<10 G=566.91	U=705 P=26 G=36	U=548.62 P=527.7 G=558.86	U=174 P=N<10 G=24	U=558.16 P=N<10 G=564.58
SAT Verbal Subscore	200-800	U=230 P=N<10 G=28	U=574.49 P=N<10 G=566.8	U=687 P=20 G=31	U=548.19 P=511 G=558.7	U=172 P=N<10 G=22	U=555.04 P=N<10 G=570.9
SAT Writing Subscore	2-12	U=78 P=N<10 G=27	U=565.23 P=N<10 G=587.75	U=257 P=16 G=29	U=528.8 P=525.63 G=582.41	U=64 P=N<10 G=21	U=548.61 P=N<10 G=570.95
Praxis I Reading	150-190	U=182 P=N/A G=N/A	U=178.91 P=N/A G=N/A	U=412 P=14 G=N/A	U=178.72 P=178 G=N/A	U=236 P=12 G=N<10	U=178.29 P=178.08 G=N<10
Praxis I Math	150-190	U=197 P=N<10 G=N<10	U=180.16 P=N<10 G=N<10	U=476 P=15 G=N<10	U=179.7 P=177.8 G=N<10	U=289 P=12 G=N<10	U=179.33 P=178.25 G=N<10
Praxis I Writing	150-190	U=192 P=N<10	U=174.83 P=N<10	U=438 P=16	U=175.7 P=175.68	U=261 P=13	U=175.41 P=176.23

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
		G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
Praxis II	100-990	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	0-346	U=N/A P=N<10 G=91	U=N/A P=N<10 G=300.87	U=N/A P=N<10 G=146	U=N/A P=N<10 G=300.93	U=N/A P=N/A G=68	U=N/A P=N/A G=298.76
GRE Verbal Subscore	130-170	U=N/A P=N<10 G=111	U=N/A P=N<10 G=151.65	U=N/A P=15 G=153	U=N/A P=152.27 G=151.06	U=N/A P=N<10 G=64	U=N/A P=N<10 G=150.44
GRE Quantitative Subscore	130-170	U=N/A P=N<10 G=111	U=N/A P=N<10 G=147.74	U=N/A P=16 G=153	U=N/A P=148.81 G=147.49	U=N/A P=N<10 G=64	U=N/A P=N<10 G=147.33
GRE Writing Subscore	0-6	U=N/A P=N<10 G=103	U=N/A P=N<10 G=3.74	U=N/A P=16 G=141	U=N/A P=4.15 G=3.69	U=N/A P=N<10 G=60	U=N/A P=N<10 G=3.71
MAT	200-600	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
Praxis CORE Reading	100-200	U=718 P=49 G=10	U=177.12 P=185.71 G=184.8	U=1059 P=114 G=12	U=177.57 P=182.55 G=182.17	U=293 P=41 G=N<10	U=178.65 P=182.51 G=N<10
Praxis CORE Math	100-200	U=743 P=52 G=28	U=166.45 P=172.5 G=168.95	U=1072 P=109 G=39	U=167.1 P=168.73 G=170.92	U=288 P=41 G=10	U=168.65 P=166.58 G=165.24
Praxis CORE Writing	100-200	U=734 P=56 G=N<10	U=169.22 P=170.36 G=N<10	U=1035 P=117 G=11	U=169.92 P=170.65 G=170.18	U=294 P=42 G=N<10	U=171 P=171.55 G=N<10

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	606	3.42	1390	3.41	466	3.45
GPA - High School	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Transfer	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	0.00-4.00	311	3.8	863	3.81	271	3.85
ACT Composite Score	1-36	N<10	N<10	18	23	N<10	N<10
ACT Math Subscore	1-36	N<10	N<10	18	21.9	N<10	N<10
ACT Reading Subscore	1-36	N<10	N<10	14	26.6	N<10	N<10
ACT English Subscore	1-36	N<10	N<10	18	23.9	N<10	N<10
SAT Composite Score	600-2400	N/A	N/A	N/A	N/A	N/A	N/A
SAT Quantitative Subscore	200-800	N<10	N<10	N<10	N<10	N/A	N/A
SAT Verbal Subscore	200-800	N<10	N<10	N<10	N<10	N/A	N/A
SAT Writing Subscore	2-12	N<10	N<10	N<10	N<10	N/A	N/A
Praxis I Reading	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	100-990	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	0-346	73	289.08	48	291.23	79	287.48
GRE Verbal Subscore	130-170	11	149.72	24	149.66	N<10	N<10
GRE Quantitative Subscore	130-170	11	145.45	24	147.1	N<10	N<10
GRE Writing Subscore	0-6	N<10	N<10	17	4.03	N<10	N<10
MAT	200-600	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Reading	100-200	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Math	100-200	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Writing	100-200	N/A	N/A	N/A	N/A	N/A	N/A

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Pre-Service Teacher Survey Results

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

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 3,342 respondents completed the survey statewide for a response rate of 69 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.51	0.54
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.32	0.64
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.36	0.66
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.48	0.62
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.43	0.63
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.62	0.55
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.48	0.63
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.50	0.59
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.55	0.56
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.46	0.66
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.39	0.63
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.58	0.55
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.32	0.76
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.55	0.58
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.54	0.61
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.68	0.52

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No.	Question	State Average	Standard Deviation
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.55	0.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.63	0.55
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.49	0.62
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.72	0.47
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.42	0.68
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.51	0.61
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.52	0.61
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.21	0.77
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.08	0.80
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.03	0.83
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.34	0.70
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.21	0.76
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.58	0.57
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.95	0.86
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.67	0.56
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.40	0.78
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.69	0.53
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.68	0.54
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.63	0.60
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.53	0.62
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.49	0.63
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.29	0.75
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.31	0.74

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No.	Question	State Average	Standard Deviation
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.34	0.72
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.65	0.53
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.55	0.60
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.65	0.55
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.55	0.62
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.54	0.61
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.68	0.54
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.41	0.71
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.20	0.86
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.41	0.71

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Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program

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

(Data Source: Ohio Department of Higher Education administered survey of Ohio Resident Educators)

Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 854 respondents completed the survey statewide for a response rate of 19 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.46	0.57
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.19	0.71
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.32	0.72
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.38	0.66
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.31	0.68
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.50	0.62
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.38	0.67
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.39	0.64
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.43	0.61
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.30	0.74
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.24	0.70
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.37	0.63
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.15	0.77
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.43	0.59
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.37	0.65

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No.	Question	State Average	Standard Deviation
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.58	0.53
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.41	0.63
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.33	0.67
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.59	0.54
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.28	0.70
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.40	0.64
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.34	0.67
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.12	0.77
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	2.96	0.85
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.96	0.85
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.26	0.72
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.10	0.79
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.39	0.63
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.69	0.88
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.53	0.61
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.33	0.78
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.53	0.61
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.54	0.64
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.54	0.65
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.29	0.71
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.31	0.68
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.19	0.74
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.23	0.73

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No.	Question	State Average	Standard Deviation
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.24	0.71
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.54	0.56
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.44	0.62
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.53	0.57
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.43	0.62
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.39	0.64
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.59	0.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.36	0.65
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.18	0.79
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.37	0.65
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.28	0.74

2017 Ohio Educator Preparation Provider Performance Report Statewide Report

Principal Intern Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017
Results of Ohio Department of Higher Education Survey of Ohio Principal Interns

Description of Data:

To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 472 respondents completed the survey statewide for a response rate of 39 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	3.54	0.58
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.51	0.59
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.51	0.58
4	My program prepared me to lead instruction.	3.49	0.59
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	3.47	0.61
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.53	0.58
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.57	0.58
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.56	0.59
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.53	0.59
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.53	0.58
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.59	0.54
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.57	0.55
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.47	0.61
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.64	0.54
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.65	0.55
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.61	0.56
17	My program prepared me to foster positive professional relationships among staff.	3.65	0.53

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No.	Question	State Average	Standard Deviation
18	My program prepared me to support and advance the leadership capacity of educators.	3.60	0.57
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.66	0.53
20	My program prepared me to connect the school with the community through print and electronic media.	3.49	0.59
21	My program prepared me to involve parents and communities in improving student learning.	3.55	0.57
22	My program prepared me to use community resources to improve student learning.	3.47	0.60
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.51	0.57

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017
 Results from Ohio Department of Education Survey of Individuals Mentoring Ohio Principal Interns

Description of Data:

To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 209 respondents completed the survey statewide for a response rate of 21 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	3.30	0.53
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.31	0.53
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	3.28	0.52
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	3.34	0.54
5	The principal preparation program prepared the school leader candidate to understand ensuring effective instructional practices that meet the needs of all students at high levels of learning.	3.34	0.54
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	3.34	0.57
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	3.36	0.54
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	3.30	0.57
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	3.29	0.58
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	3.41	0.55
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	3.37	0.59
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	3.28	0.58
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	3.46	0.54
14	The principal preparation program prepared the school leader candidate to understand	3.23	0.53

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No.	Question	State Average	Standard Deviation
	connecting the school with the community through print and electronic media.		
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	3.23	0.56
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	3.22	0.55
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3.24	0.57
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	2.62	0.49
19	I participated in and/or accessed the provided mentor training and/or materials.	2.90	0.30
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	2.14	0.35

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Employer Perceptions of Ohio EPP Programs Survey Results

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

(Data Source: Ohio Department of Higher Education administered survey of Employers of Ohio Educators)

Description of Data:

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to employers of Ohio educators. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation. A total of 94 respondents completed the survey statewide.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	The institution prepares its graduates to understand student learning and development.	3.34	0.57
2	The institution prepares its graduates to respect the diversity of the students they teach.	3.32	0.58
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	3.39	0.55
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.24	0.63
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	3.10	0.68
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	3.01	0.71
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	2.99	0.74
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	3.21	0.63
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	3.05	0.72
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	3.39	0.60
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	3.36	0.60
12	The institution prepares its graduates to communicate clearly and effectively.	3.35	0.56
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	3.31	0.61
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.39	0.57
15	The institution prepares its graduates to assume responsibility for professional growth.	3.29	0.63

