

# Ohio ED PREP

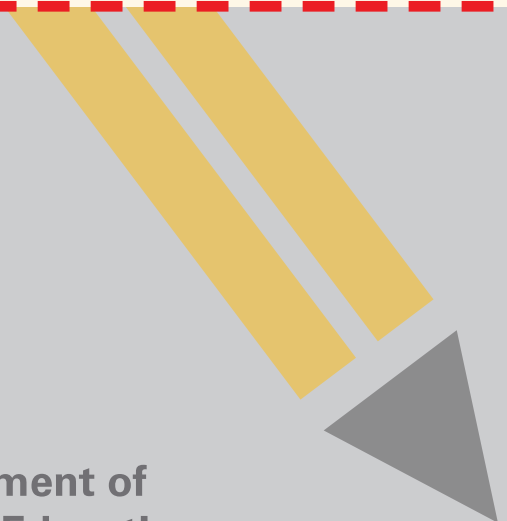


Measuring the Performance  
of Educator Preparation Programs

2021



Department of  
Higher Education



## **Measuring the Performance of Educator Preparation Programs**

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](#)).

## **Teacher Evaluations and Student Growth Measures Data for 2020-2021**

Ohio's continued emergency legislation addressing the coronavirus pandemic-related issues (House Bill 164 of the 133rd General Assembly) had substantial impacts on state testing during the 2020-2021 school year. Due to ongoing issues relating to data collection, as a result of the COVID-19 pandemic, the OTES/OPES and Value-Added sections of this report will include limited or no data. Specific language within House Bill 164 regarding these data limitations for the 2020-2021 school year is as follows:

*SECTION 10. Notwithstanding anything to the contrary in sections 3319.02, 3319.111, and 3319.112 of the Revised Code, a school district board of education shall not use value-added progress dimension data established under section 3302.021 of the Revised Code, any other high-quality student data as defined by the state board of education under section 3319.112 of the Revised Code, or any other student academic growth data to measure student learning attributable to a teacher or principal while conducting performance evaluations under sections 3319.02, 3319.111, and 3319.112 of the Revised Code for the 2020-2021 school year. Rather, a district board shall use only the other evaluation factors and components prescribed under sections 3319.02, 3319.111, and 3319.112 of the Revised Code to conduct a teacher's or principal's performance evaluation under those sections for that school year. Nothing in this section shall be construed to prohibit a district board from considering as part of a teacher's or principal's evaluation how that teacher or principal collects, analyzes, and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or to improve the teacher's or principal's practice.*

## Components of Educator Preparation Metrics Reports

The Ohio Department of Higher Education works with the Ohio Department of Education and higher education institutions to collect data on the following identified metrics for the annual reports:

- Ohio Teacher Evaluation System (OTES) results (**Limited for 2020-2021**) – Page 4
- Ohio Principal Evaluation System (OPES) results (**Limited for 2020-2021**) – Page 5
- Field and Clinical Experiences – Page 6
- Ohio Teacher Licensure Examination Pass Rates – Page 7
- Ohio Principal Licensure Examination Pass Rates – Page 10
- Value-Added Data (**Not Available for 2020-2021**) – Page 11
- Candidate Admission Requirements – Page 15
- Pre-Service Teacher Survey results – Page 19
- Resident Educator Survey results – Page 22
- Principal Intern Survey results – Page 25
- Principal Internship Mentor Survey results – Page 27
- Resident Educator Completion results – Page 29

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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, 2020 to Aug 31, 2021  
(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.

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 2018, 2019, 2020 and 2021.
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.

<b>Associated Teacher Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
2017	932	1532	32	N<10
2018	694	1513	48	N<10
2019	469	1748	90	N<10
2020	104	1153	130	N<10

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

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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 2017, 2018, 2019 and 2020.

<b>Associated Principal Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
2017	117	59	N<10	N<10
2018	110	68	N<10	N<10
2019	119	84	N<10	N<10
2020	147	93	N<10	N<10

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## Field and Clinical Experiences for Candidates

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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	123.06
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	305.44
Statewide median number of hours required in student teaching experience	490.00
Statewide average number of weeks required in student teaching experience	13.90
Percentage of candidates satisfactorily completing their student teaching experience	98%

Principal Preparation Programs	
Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	25.23
Number of candidates who started internship	837
Number of candidates who completed internship	761
Percentage of candidates who satisfactorily completed internship	91%

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## Ohio Educator Licensure Examination Pass Rates

Reporting Period from Sept 1, 2019 to Aug 31, 2020  
(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 2020-2021.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

All Licensure Tests		
Completers Tested	Completers Passed	Pass Rate
3794	3417	90%

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 Mandarin	1013	6	N<10	N<10	N/A
OPI Spanish	1018	6	14		N/A
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	21		N/A
OPIc Spanish	3002	6	N<10	N<10	N/A
OPI French	3003	6	N<10	N<10	N/A

*\*Blank spaces are due to missing data.*

Ohio Assessments for Educators (OAE)
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<b>Assessment</b>	<b>Test Code</b>	<b>Qualifying Score</b>	<b># Taking Test</b>	<b># Passing Test</b>	<b>Ohio Pass Rate</b>
APK: Early Childhood (PK-3)	001	220	1440	1411	98%
APK: Middle Childhood (4-9)	002	220	462	425	92%
APK: Adolescence to Young Adult (7-12)	003	220	700	693	99%
APK: Multi-Age (PK-12)	004	220	837	804	96%
Agriscience	005	220	30	29	96%
Art	006	220	67	65	97%
Biology	007	220	33		N/A
Business Education	008	220	N<10	N<10	N/A
Chemistry	009	220	21		N/A
Early Childhood Education	012	220	1538	1492	97%
Early Childhood Special Education	013	220	319	309	97%
Earth and Space Science	014	220	N<10	N<10	N/A
Elementary Education Subtest 1	018	220	N<10	N<10	N/A
Elementary Education Subtest 2	019	220	N<10	N<10	N/A
English Language Arts	020	220	237	232	98%
English to Speakers of Other Languages	021	220	13		N/A
Family and Consumer Sciences	022	220	10		N/A
Health	023	220	27		N/A
Integrated Science	024	220	47		N/A
Integrated Social Studies	025	220	240	214	89%
Marketing	026	220	N<10	N<10	N/A
Mathematics	027	220	125	120	96%
Middle Grades English Language Arts	028	220	239	234	98%

*\*Blank spaces are due to missing data.*



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<b>Assessment</b>	<b>Test Code</b>	<b>Qualifying Score</b>	<b># Taking Test</b>	<b># Passing Test</b>	<b>Ohio Pass Rate</b>
Middle Grades Science	029	220	199	183	92%
Middle Grades Mathematics	030	220	241	227	94%
Middle Grades Social Studies	031	220	243	219	90%
Music	032	220	215	198	92%
Physical Education	034	220	44	40	90%
Physics	035	220	N<10	N<10	N/A
Special Education	043	220	556	523	94%
Special Education Specialist: Deaf/Hard of Hearing	044	220	N<10	N<10	N/A
Special Education Specialist: Visually Impaired	045	220	20	16	80%
Technology Education Subtest I	046	220	N<10	N<10	N/A
Technology Education Subtest II	047	220	N<10	N<10	N/A
Theater	048	220	N<10	N<10	N/A
Foundations of Reading	090	220	2328	2142	92%

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**Ohio Principal Licensure Examination Pass Rates**

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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 2019-2020 program completer pass rates are reported by each Ohio educator preparation provider.

<b>Principal Licensure Test</b>		
<b>Completers Tested</b>	<b>Completers Passed</b>	<b>Pass Rate</b>
841	773	92%

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

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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 2017, 2018, 2019 and 2020.
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.

**Teacher Preparation Programs**


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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 Level
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

**Teachers Serving by School Type**

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	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/A
N/A	N/A	N/A	N/A	N/A	N/A

**Teachers Serving by Minority Enrollment by Quartiles**

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

**Teachers Serving by Poverty Level by Quartiles**

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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## Principal Preparation Programs

Initial Licensure Effective Years 2017, 2018, 2019, 2020		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
212	204	N<10 N/A	N/A N/A	N/A N/A	N/A N/A	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 Level
N=120	N=32	N=5	N=47	N/A
59%	16%	2%	23%	N/A

### Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=23	N=181	N/A	N/A	N/A	N/A
11%	89%	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=55	N=48	N=51	N=50	N/A
27%	24%	25%	25%	N/A

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**Principals Serving by Poverty Level by Quartiles**

<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>	<b>No Poverty Quartile</b>
N=62	N=57	N=52	N=33	N/A
30%	28%	25%	16%	N/A

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## Candidate Academic Measures

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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."

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	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	U=4417 P=192 G=865	U=3.49 P=3.51 G=3.54	U=11998 P=645 G=1421	U=3.46 P=3.55 G=3.46	U=3406 P=257 G=513	U=3.57 P=3.58 G=3.59
GPA - High School	0.00-4.00	U=1189 P=N/A G=N/A	U=3.74 P=N/A G=N/A	U=2357 P=N/A G=N/A	U=3.57 P=N/A G=N/A	U=396 P=N/A G=N/A	U=3.67 P=N/A G=N/A
GPA - Transfer	0.00-4.00	U=52 P=N/A G=N/A	U=3.4 P=N/A G=N/A	U=119 P=N/A G=N/A	U=3.35 P=N/A G=N/A	U=44 P=N/A G=N/A	U=3.27 P=N/A G=N/A
GPA - Graduate	0.00-4.00	U=N/A P=N/A G=79	U=N/A P=N/A G=3.78	U=N/A P=N/A G=214	U=N/A P=N/A G=3.71	U=N/A P=N/A G=77	U=N/A P=N/A G=3.91
ACT Composite Score	1-36	U=860 P=N<10 G=45	U=23.58 P=N<10 G=26.9	U=2094 P=31 G=41	U=23.49 P=25.03 G=26.7	U=730 P=13 G=39	U=24.24 P=24.62 G=26.8
ACT Math Subscore	1-36	U=1043 P=35 G=136	U=22.85 P=24 G=23.01	U=2459 P=76 G=190	U=22.73 P=23.25 G=22.27	U=811 P=19 G=107	U=23.3 P=23.47 G=23.7
ACT Reading Subscore	1-36	U=1063 P=33 G=136	U=24.82 P=26.42 G=24.82	U=2483 P=78 G=188	U=24.65 P=25.49 G=23.99	U=827 P=30 G=107	U=24.9 P=26.54 G=26.89
ACT English Subscore	1-36	U=797 P=31 G=56	U=23.6 P=26.38 G=26.63	U=1961 P=75 G=72	U=23.02 P=24.46 G=25.78	U=604 P=18 G=46	U=23.71 P=24.17 G=27.19
ACT Science Subscore	1-36	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)	2-12	U=51 P=N/A G=N/A	U=7.67 P=N/A G=N/A	U=118 P=N/A G=N/A	U=7.13 P=N/A G=N/A	U=53 P=N/A G=N/A	U=7.96 P=N/A G=N/A
SAT Composite Score	400-1600	U=16 P=N<10 G=N<10	U=1177.63 P=N<10 G=N<10	U=44 P=N<10 G=N<10	U=1138.45 P=N<10 G=N<10	U=25 P=N/A G=N<10	U=1135.2 P=N/A G=N<10

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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
SAT Math Subscore	200-800	U=128 P=N<10 G=N<10	U=532.58 P=N<10 G=N<10	U=306 P=N<10 G=N<10	U=545.7 P=N<10 G=N<10	U=100 P=N<10 G=N<10	U=574.57 P=N<10 G=N<10
SAT Reading/Writing Subscore	200-800	U=133 P=N<10 G=N<10	U=594.88 P=N<10 G=N<10	U=307 P=N<10 G=N<10	U=544.36 P=N<10 G=N<10	U=97 P=N<10 G=N<10	U=569.38 P=N<10 G=N<10
SAT Essay, Writing (Optional)	2-8	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=10 P=N/A G=N/A	U=5.5 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A
Praxis I Reading	150-190	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	150-190	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	150-190	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	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=15	U=N/A P=N<10 G=284.24	U=N/A P=N<10 G=36	U=N/A P=N<10 G=244.12	U=N/A P=N<10 G=22	U=N/A P=N<10 G=265.29
GRE Verbal Subscore	130-170	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Quantitative Subscore	130-170	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Writing Subscore	0-6	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
MAT	200-600	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	100-200	U=424 P=19 G=152	U=179.88 P=176.52 G=189	U=759 P=64 G=214	U=174.36 P=177.28 G=184.38	U=239 P=21 G=42	U=174.31 P=183.24 G=188.67
Praxis CORE Math	100-200	U=451 P=19 G=156	U=170.9 P=172.95 G=179.53	U=793 P=58 G=224	U=165.72 P=168.41 G=176.6	U=253 P=21 G=43	U=163.78 P=165.52 G=180.28
Praxis CORE Writing	100-200	U=435 P=18 G=155	U=173.17 P=168.94 G=170.96	U=769 P=61 G=216	U=166.96 P=168.56 G=171.92	U=222 P=24 G=40	U=167.27 P=170.38 G=173



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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	678	3.53	1202	3.64	482	3.66
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	360	3.81	672	3.8	192	3.78
ACT Composite Score	1-36	14	23	22	23.4	15	24.3
ACT Math Subscore	1-36	14	22.1	22	22.7	15	23.8
ACT Reading Subscore	1-36	14	24.4	22	24.7	15	24.5
ACT English Subscore	1-36	14	23.6	22	24.1	15	25.4
ACT Science Subscore	1-36	N/A	N/A	N/A	N/A	N/A	N/A
ACT Essay (Optional)	2-12	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	400-1600	N<10	N<10	N<10	N<10	N<10	N<10
SAT Math Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Reading/Writing Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Essay, Writing (Optional)	2-8	N/A	N/A	N/A	N/A	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	N<10	N<10	15	298.2	N<10	N<10
GRE Verbal Subscore	130-170	N<10	N<10	15	149.93	N<10	N<10
GRE Quantitative Subscore	130-170	N<10	N<10	15	148.27	N<10	N<10
GRE Writing Subscore	0-6	N<10	N<10	15	4.23	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

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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
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, 2020 to Aug 31, 2021

### 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 2,514 respondents completed the survey statewide for a response rate of 51.6 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.	3.56	0.55
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.	3.40	0.63
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.42	0.65
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.52	0.61
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.47	0.65
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.69	0.50
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.55	0.60
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.58	0.58
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.60	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.	3.51	0.64
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.49	0.63
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.66	0.53
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.41	0.74
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.65	0.54
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.60	0.60

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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.	3.73	0.49
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.62	0.57
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.70	0.50
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.56	0.62
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.78	0.44
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.56	0.64
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.60	0.60
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.59	0.60
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.25	0.78
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.	3.16	0.80
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.10	0.85
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.42	0.71
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.28	0.78
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.69	0.52
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.00	0.88
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.74	0.52
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.50	0.74
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.73	0.52
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.74	0.51
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.66	0.61
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.57	0.63
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.54	0.64

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No.	Question	State Average	Standard Deviation
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.28	0.81
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.32	0.79
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.38	0.75
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.69	0.52
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.61	0.61
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.69	0.55
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.61	0.62
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.67	0.56
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.71	0.52
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.50	0.69
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.29	0.86
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.51	0.69

# 2021 Ohio Educator Preparation Provider Performance Report Statewide Report

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

Reporting Period from Sept 1, 2020 to Aug 31, 2021

(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 456 respondents completed the survey statewide for a response rate of 12.5 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.	3.43	0.60
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	0.74
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.27	0.75
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.37	0.68
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.26	0.71
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.53	0.63
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.40	0.65
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.39	0.68
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.42	0.66
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.	3.31	0.75
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.23	0.75
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.39	0.65
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.11	0.83
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.41	0.62

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<b>No.</b>	<b>Question</b>	<b>State Average</b>	<b>Standard Deviation</b>
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.35	0.70
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.56	0.60
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.43	0.66
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.31	0.70
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.58	0.56
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.22	0.79
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.39	0.70
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.35	0.69
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.15	0.82
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.	3.04	0.87
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.04	0.87
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.30	0.73
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.15	0.81
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.46	0.62
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.85	0.88
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.56	0.63
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.	3.52	0.68
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.52	0.70
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.50	0.67
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.33	0.74
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.34	0.75

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<b>No.</b>	<b>Question</b>	<b>State Average</b>	<b>Standard Deviation</b>
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.13	0.87
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.17	0.83
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.20	0.81
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.52	0.60
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.43	0.64
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.49	0.61
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.36	0.72
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.34	0.71
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.53	0.61
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.35	0.71
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.12	0.85
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.34	0.72
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.28	0.74



# 2021 Ohio Educator Preparation Provider Performance Report Statewide Report

## Principal Intern Survey Results

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
Results of Ohio Department of Higher Education Survey of Ohio Principal Interns

### 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 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 292 respondents completed the survey statewide for a response rate of 20.9 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.	3.64	0.57
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.62	0.58
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.62	0.57
4	My program prepared me to lead instruction.	3.54	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.	3.57	0.60
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.62	0.56
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.69	0.54
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.	3.67	0.54
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.66	0.54
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.65	0.55
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.70	0.53
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.64	0.57
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.55	0.59
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.74	0.52
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.75	0.51
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.70	0.54

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<b>No.</b>	<b>Question</b>	<b>State Average</b>	<b>Standard Deviation</b>
17	My program prepared me to foster positive professional relationships among staff.	3.74	0.52
18	My program prepared me to support and advance the leadership capacity of educators.	3.70	0.54
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.70	0.54
20	My program prepared me to connect the school with the community through print and electronic media.	3.54	0.62
21	My program prepared me to involve parents and communities in improving student learning.	3.63	0.56
22	My program prepared me to use community resources to improve student learning.	3.56	0.60
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.65	0.58

# 2021 Ohio Educator Preparation Provider Performance Report Statewide Report

## Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2020 to Aug 31, 2021

Results from Ohio Department of Higher Education Survey of Individuals Mentoring Ohio Principal Interns

### Description of Data:

To gather information on the quality of preparation provided by 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 100 respondents completed the survey statewide for a response rate of 8.8 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.	3.39	0.59
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.	3.35	0.58
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.	3.36	0.58
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	0.56
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	0.56
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.	3.38	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.	3.38	0.60
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	3.36	0.56
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	3.41	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.	3.45	0.58
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.	3.44	0.58
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	3.37	0.55
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.	3.49	0.56

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No.	Question	State Average	Standard Deviation
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	3.31	0.60
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	3.34	0.58
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	3.27	0.56
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3.36	0.57
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	2.67	0.47
19	I participated in and/or accessed the provided mentor training and/or materials.	2.90	0.31
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	2.21	0.42

# 2021 Ohio Educator Preparation Provider Performance Report Statewide Report

## Teacher Residency Program

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(Data Source: Ohio Department of Education)

### Description of Data:

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program.

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 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

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
<b>2017</b>	89	91	102.2%	220	220	100%	714	720	100.8%	1808	1793	99.2%
<b>2018</b>	182	192	105.5%	750	751	100.1%	1791	1776	99.2%	N/A	N/A	N/A
<b>2019</b>	678	686	101.2%	2060	2041	99.1%	1	1	100%	N/A	N/A	N/A
<b>2020</b>	2006	1984	98.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A