

Educator Preparation Performance Report
Statewide Report

John R. Kasich, Governor
Jim Petro, Chancellor

Licensure Test Scores for Individuals Completing Educator Preparation Programs

Data Source: Educational Testing Service (ETS)

Description of Data: Ohio requires that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2010-2011. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of completers reported reflects the unduplicated number of individuals taking examinations.

Teacher Licensure Test Scores: Individuals Completing Educator Preparation Programs in 2010-11

Teacher Licensure Test Results	Completers Tested	Completers Passed	Pass Rate
All Licensure Tests	5,818	5,562	96%

	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Praxis II® Assessments					
Art Content Knowledge	0133	157	213	212	99.53%
Biology and General Science	0030	560	34	34	100.00%
Biology Content Knowledge	0235	148	108	106	98.15%
Business Education	0100	610	14	14	100.00%
Business Education	0101	148	24	24	100.00%
Chemistry Physics and General Science	0070	520	23	20	86.96%
Chemistry Content Knowledge	0245	152	41	36	87.80%
Earth Science Content Knowledge	0571	151	53	53	100.00%
Ed of Deaf & Hard of Hearing	0271	158	11	11	100.00%
Ed of Exceptional Students: Core CK	0353	160	396	384	96.97%
Education of Young Children	0021	166	1741	1722	98.91%
English Language Literacy Comprehensive Content Knowledge	0041	167	417	392	94.00%
English to Speakers of Other Languages	0361	126	12	12	100.00%
Family and Consumer Science	0121	148	23	23	100.00%
Health Education	0550	480	101	101	100.00%
Library Media Specialist	0311	148	9	N<10	
Marketing Education	0561	124	4	N<10	
Mathematics: Content Knowledge	0061	139	245	236	96.33%

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	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Middle School English Language Arts	0049	156	495	487	98.38%
Middle School Mathematics	0069	143	578	575	99.48%
Middle School Science	0439	144	425	412	96.94%
Middle School Social Studies	0089	151	510	487	95.49%
Music Content Knowledge	0113	154	208	205	98.56%
Physical Ed: Content Knowledge	0091	153	181	170	93.92%
Physics Content Knowledge	0265	132	19	19	100.00%
Principles Learning & Teaching Early Childhood	0521	166	1938	1920	99.07%
Principles Learning & Teaching K-6	0522	168	428	404	94.39%
Principles Learning & Teaching 5-9	0523	168	1146	1083	94.50%
Principles Learning & Teaching 7-12	0524	165	2083	2009	96.45%
SE Knowledge-Based Core Principles	0354	145	532	532	100.00%
SE: Teaching Students w/Visual Impairment	0281	140	1	N<10	
Social Studies: Content Knowledge	0081	157	432	421	97.45%
ACTFL Assessments					
Oral Proficiency Interview French	ACT 1006	6	N<10	N<10	N<10
Oral Proficiency Interview German	ACT 1007	6	3	N<10	N<10
Oral Proficiency Interview Mandarin	ACT 1013	6	1	N<10	N<10
Oral Proficiency Interview Spanish	ACT 1018	6	3	N<10	N<10
Written Proficiency Test Chinese	ACT 2002	6	1	N<10	N<10
Written Proficiency Test German	ACT 2006	6	3	N<10	N<10
Written Proficiency Test French	ACT 2005	6	9	N<10	N<10
Written Proficiency Test Spanish	ACT 2015	6	39	39	100%

Principal Licensure Test Scores: Individuals Completing Principal Preparation Programs in 2011-12
Data Source: Institutions of Higher Education

Description of Data: Ohio requires that principal candidates pass the Praxis II[®] examination (0411) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2011-2012.

Principal Licensure Test	Completers Tested	Pass Rate
	709	96%

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Value-added Data for Individuals Completing Educator Preparation Programs

Description of Data: Ohio's Value-added data system provides educators a more complete picture of student achievement. 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) system. From a state perspective, Value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through Value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Ohio was among the first states to implement a statewide longitudinal data system capable of supporting Value-added analysis, which is currently utilized in the State's School Report Card accountability system. Value-added metrics are computed and reported for every district and school for which Value-added data are available. Subsequent changes to Ohio law removed legal barriers and authorized the formal linkage of the K-12 and higher education data systems, paving the way for a fully comprehensive data infrastructure. As a component of the Federal Race to the Top grant, the Ohio Board of Regents and both public and private institutions of higher education in Ohio have led the development of educator quality metrics, which include linking student assessment data to the institutions and programs where those teachers and principals were prepared.

Limitations of the Value-added data:

1. Linking teachers and principals to the preparation institutions was initiated in 2008. The information in the report is for those individuals receiving their licenses with effective years of 2008, 2009, 2010, and 2011.
2. The Value-added data in this report are those reported by Ohio's Education Value-added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The data in this report reflect teacher level composite scores based on data for 2010-2011 and 2011-2012 and building level data associated with principals serving in public K-12 buildings for 2011-2012.
4. The data represent 68 percent of Ohio teachers of reading and mathematics in grades 4-8 serving in public or district-administered community schools and 100 percent of the principals with associated building level Value-added data.
5. The number of teachers and principals (N) with associated Value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with Value-added data, only the N is reported.
6. Some of the SY2011-2012 demographic data are not yet final and should be considered preliminary until the Auditor of State has completed his investigation of the data. For further information, please go to <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230>

Value-Added Data for Individuals Completing Teacher Preparation Programs

Teachers with Effective Licensure Dates 2008, 2009, 2010, 2011		Associated Value-Added Classifications					
Employed as Teachers	Teachers with Value-Added Data	Above Expected		Met Expected		Below Expected	
8660	1078	N = 211	% = 20	N = 734	% = 68	N = 133	% = 12

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Demographic Information for Schools Where Teachers with Value-Added Data Serve*

Characteristic						
Teachers Serving by School Level	Elementary	Middle School	Junior High	High School	Ungraded	
	N = 504 % = 47	N = 410 % = 39	N = 38 % = 4	N = 107 % = 10	N = 2 % = <1	
Teachers Serving by School Type	Community School			Public School		
	N = 155 % = 15			N = 906 % = 85		
Teachers Serving by School Rating	Academic Emergency	Academic Watch	Continuous Improvement	Effective	Excellent	Excellent with Distinction
	N = 62 % = 6	N = 72 % = 7	N = 172 % = 16	N = 247 % = 24	N = 319 % = 31	N = 165 % = 16
Teachers Serving by Minority Enrollment by Quartiles	High Minority	Medium High Minority	Medium Low Minority	Low Minority		
	N = 345 % = 33	N = 331 % = 32	N = 204 % = 19	N = 165 % = 16		
Teachers Serving by Poverty Level by Quartiles	High Poverty	Medium High Poverty	Medium Low Poverty	Low Poverty		
	N = 348 % = 33	N = 286 % = 27	N = 227 % = 22	N = 184 % = 18		

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

Value-Added Data for Individuals Completing Principal Preparation Programs

Principals with Effective Licensure Dates 2008, 2009, 2010, 2011		Associated Value-Added Classifications					
Employed as Principals	Principals with Value-Added Data	Above Expected		Met Expected		Below Expected	
341	248	N = 68	% = 27	N = 129	% = 52	N = 51	% = 21

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

Characteristic					
Principals Serving by School Level	Elementary	Middle School	Junior High	High School	Ungraded
	N = 166 % = 67	N = 44 % = 18	N = 12 % = 5	N = 25 % = 10	N = 1 % = <1
Principals Serving by School Type	Community School			Public School	
	N = 12 % = 5			N = 236 % = 95	

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Principals Serving by School Rating	Academic Emergency	Academic Watch	Continuous Improvement	Effective	Excellent	Excellent with Distinction
	N = 14 % = 6	N = 19 % = 8	N = 30 % = 12	N = 66 % = 26	N = 76 % = 31	N = 43 % = 17
Principals Serving by Minority Enrollment by Quartiles	High	Medium High		Medium Low		Low
	N = 58 % = 23	N = 58 % = 23		N = 62 % = 25		N = 70 % = 29
Principals Serving by Poverty Level by Quartiles	High	Medium High		Medium Low		Low
	N = 67 % = 27	N = 76 % = 31		N = 64 % = 26		N = 41 % = 16

Candidate Academic Measures

Data Source: Institutions of Higher Education; Statewide Weighted Mean Calculated by Board of Regents

Description of Data: Institutions of Higher Education (IHE) reported academic measures for students completing teacher and principal preparation programs at their institutions. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the IHE-reported data.

Teacher Preparation Programs

Academic Measure	Admitted in 2011-2012			Completed in 2011-2012	
	Reported Number of Admitted Candidates Taking Assessment	Statewide Weighted Mean of Admitted Candidates	Possible Score Range	Reported Number of Program Completers Taking Assessment	Statewide Weighted Mean of Program Completers
ACT®	6,637	22.75	1-36	3,584	22.64
SAT®	2,072	1188.15	600-2400	1,267	1246.17
Praxis I® Reading	1,616	177.90	150-190	1,633	177.71
Praxis I® Writing	1,651	175.87	150-190	1,635	175.67
Praxis® I Math	1,688	178.44	150-190	1,874	178.78
GRE® Verbal	483	146.11	130-170	350	148.77
GRE® Quantitative	483	145.28	130-170	352	146.45
GRE® Writing	428	3.86	0-6	342	3.95
MAT®	136	397.71	200-600	6	393.5
High School GPA	5,740	3.37	0.0 - 4.0	2,633	3.40
Graduate GPA	1,578	3.40	0.0 - 4.0	1,609	3.59
Transfer GPA	799	3.22	0.0 - 4.0	676	3.45
Program Admission GPA	7,431	3.35	0.0 - 4.0	6,092	3.43

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Principal Preparation Programs

Academic Measure	Admitted in 2012		Possible Score Range	Completed in 2012	
	Reported Number of Admitted Candidates Taking Assessment	Statewide Weighted Mean of Admitted Candidates		Reported Number of Program Completers Taking Assessment	Statewide Weighted Mean of Completers
GRE Verbal	144	150.82	130-170	66	148.84
GRE Quantitative	144	144.52	130-170	66	144.22
GRE Writing	86	4.59	0-6	39	4.51
MAT®	78	399.69	200-600	19	410.92
Undergraduate GPA	221	3.53	0.0 - 4.0	243	3.58
Graduate GPA	640	3.62	0.0 - 4.0	620	3.75
Transfer GPA	0	N/A	0.0 - 4.0	0	N/A

Field and Clinical Experiences for Candidates

Data Source: Statewide Data Calculated by Ohio Board of Regents Based on Institution Level Data Reported by Institutions of Higher Education

Description of Data: Ohio requires that teacher 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 for these placements vary by institution and by program. The information below is calculated based on data reported at the institution level.

Teacher Preparation Programs

Data Description	Statewide Data
Statewide Average (Mean) of Field/Clinical Hours Required of candidates in the school of education	459.83
Statewide Median Number of Hours Required in Student Teaching Experience	490.00
Percentage of Candidates Satisfactorily Completing Field/Clinical Experience	94.35%

Principal Preparation Programs

Description	Statewide Data
Statewide Average (Mean) of Field/Clinical Hours Required of Candidates in Internship	235.48
Statewide Weighted Mean of Hours per Week in Internship	8.13
Number of Candidates Admitted to Internship (Current year)	1,045
Number of Candidates Completing Internship (Current year)	830
Percentage of Candidates Satisfactorily Completing Internship	79.43%

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Pre-Service Teacher Survey Results

Description of Data: To gather information on student satisfaction with the quality of preparation provided by their teacher education programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences in Fall 2012. The results below reflect the statewide average (mean) score for each question. A total of 1,917 respondents completed the survey for a response rate of 76 percent.

Question	Statewide Average (Mean) Scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1. My teacher preparation program prepared me with knowledge of research on how students learn.	3.479
2. My teacher preparation program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.331
3. My teacher preparation program prepared me with high levels of knowledge and the academic content I plan to teach.	3.370
4. My teacher preparation program prepared me to identify instructional strategies appropriate to my content area.	3.435
5. My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences.	3.387
6. My teacher preparation program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.483
7. My teacher preparation program prepared me to use assessment data to inform instruction.	3.425
8. My teacher preparation program prepared me to clearly communicate learning goals to students.	3.447
9. My teacher preparation program prepared me to apply knowledge of how students learn, to inform instruction.	3.512
10. My teacher preparation program prepared me to differentiate instruction to support the learning needs of all students.	3.413
11. My teacher preparation program prepared me to identify strategies to increase student motivation.	3.355
12. My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.504
13. My teacher preparation program prepared me to use strategies for effective classroom management.	3.330
14. My teacher preparation program prepared me to communicate clearly and effectively.	3.495
15. My teacher preparation program prepared me to understand the importance of communication with families and caregivers.	3.435
16. My teacher preparation program prepared me to understand, uphold, and follow	3.581

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Question	Statewide Average (Mean) Scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
professional ethics, policies, and legal codes of professional conduct.	
17. My teacher preparation program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.421
18. My teacher preparation program prepared me to communicate high expectations to all students.	3.571
19. My teacher preparation program prepared me to understand students from diverse cultures, language skills, and experiences.	3.405
20. My teacher preparation program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.633
21. Prepared me to use technology to enhance teaching and student learning.	3.303
22. My teacher preparation program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.415
23. My teacher preparation program collected evidence of my performance on multiple measures to monitor my progress.	3.421
24. My teacher preparation program provided knowledge of the Ohio Licensure Program standards for my discipline.	3.137
25. Provided knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.001
26. My teacher preparation program provided me with knowledge of the requirements for the Resident Educator License.	2.891
27. My teacher preparation program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.214
28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.105
29. My teacher preparation program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.356
30. My teacher preparation program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.951
31. My teacher preparation program provided integrated field experiences that supported my development as an effective educator focused on student learning.	3.506
32. My teacher preparation program provided field experiences in a variety of settings (urban, suburban, and rural).	3.314
33. My teacher preparation program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.563
34. Provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.563
35. Provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.545

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Question	Statewide Average (Mean) Scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
36. Provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.427
37. Provided opportunities to understand students' diverse cultures, languages, and experiences.	3.396
38. My teacher preparation program provided opportunities to work with diverse teachers.	3.278
39. My teacher preparation program provided opportunities to interact with diverse faculty.	3.290
40. My teacher preparation program provided opportunities to work and study with diverse peers.	3.327
41. Faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.552
42. Faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.461
43. Faculty modeled respect for diverse populations.	3.536
44. Faculty integrated diversity-related subject matter within coursework.	3.446
45. Faculty used technology to facilitate teaching and learning.	3.410
46. Faculty in my teacher licensure program conducted themselves in a professional manner.	3.600
47. Provided clearly articulated policies published to facilitate progression to program completion.	3.303
48. Provided opportunities to voice concerns about the program.	3.157
49. Provided advising to facilitate progression to program completion.	3.304

TEACHER RESIDENCY PROGRAM

Percent of Newly Hired Teachers Completing the State Residency Program
Data Source: Ohio Department of Education

Description of Data: The Resident Educator Program in Ohio has evolved from a strong Entry Year program to a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012, the first year of full implementation, and those completing the first year. Non-completion does not imply dismissal, but rather may be due to multiple factors.

Academic Year 2011-12

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
3,307	3,230	97.7%									

END OF STATE REPORT