CAEP Accountability Measures

(2023–2024 academic year)

CAEP (Council for the Accreditation of Educator Preparation) has four annual reporting measures, which are used to provide information to the public on program impact and program outcomes. The CAEP measures are as follows:

<u>Measure 1</u>: **Completer Effectiveness and Impact on Student Learning (CAEP Component R4.1)**

Ohio's Education Value–Added Assessment System (EVAAS) uses scores from standardized achievement tests to determine student academic growth and completer effectiveness. The information from the value–added data assists teachers linked to the students to better understand the impact of their instructional practices. The Ohio Department of Higher Education (ODHE) annually reports the value–added data of Ohio teachers to the institution which prepared them on the Metrics Reporting System.

Value–Added Assessment System Data

			Associated Value- Added Classifications					
			Light Blue – Above Average Growth		Green – Average Growth		Yellow – Below Average Growth	
2021-2022	62	16	N=4	25%	N=10	63%	N=2	12%
2022-2023	53	12	N=4	33%	N=6	50%	N=5	42%
2023-2024			N=7	18%	N=22	58%	N=9	24%

This data comes from the Ohio Teacher Evaluation System (OTES) which includes teacher effectiveness ratings as determined by their administrators after conducting observations of the teachers. It is a measure of teaching effectiveness. The Ohio Department of Higher Education (ODHE) annually reports the OTES data of Ohio teachers to the institution which prepared them on the Metrics Reporting System.

OTES Classification Data

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Proficient	# Developing	# Ineffective
2022	<3	11	<3	<3
2023	<3	5	4	<3
2024	<3	11	4	<3

Measure 2: Employer Satisfaction and Stakeholder Involvement (CAEP Components R4.2, R5.3)

We have no data available for this measure at this time. The state has stopped sending out the employer survey due to lack of response. A consortium of Ohio institutions now administers the survey annually and collect data for the year so that there is benchmark data for each institution. The survey closes on June 1st each year. Unfortunately we had 0 responses to the survey even with reminders being sent out.

We have been unable to host a stakeholder meeting. We are currently severely understaffed with only three full time faculty and we are all teaching overloaded schedules (16–20+ hours) each semester. There has not been time to plan a meeting or host one. We are searching for two additional full-time tenure-track faculty to take on some of the teaching duties and we are petitioning for a full time clinical faculty member to take on field director and accreditation director duties, including the hosting of stakeholder meeting each year.

Our revised plan is to host a stakeholder meeting in Fall 2025 and conduct focus group interviews with employers of our graduates as part of that meeting. The interviews will then be analyzed for themes identifying commonalities, strengths, challenges, etc. In the Fall of 2023, we hired 2 full time faculty. Unfortunately, we had two full time faculty resign at the end of

the Fall 2024 semester, putting us back into the position of being severely understaffed. We have hired a full time field and accreditation coordinator so we are confident we will be able to resume our stakeholder meetings in the Fall of 2025.

Measure 3: Measures used to determine candidate competency (CAEP Components R3.3)

Graduation Rate from Preparation Program – Completion of Student Teaching

	Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
2021-2022	20	20
2022-2023	20	20
2023-2024	24	23

EdTPA Performance

The edTPA is a nationally scored performance assessment of student teaching. The scores can be disaggregated to examine performance across 15 different rubrics that represent best practices that the department can use to determine needed changes in our curriculum. The data can be viewed across programs as noted below; or further disaggregated to individual degree programs. Scores are aggregated over 3 years due to our small size.

Test Name	# Tests Taken	% Pass	% Pass State	# Att. 1	% Pass Att. 1	# Att. 1 - State	% Pass Att. 1 - State	# Retakers	% Pass Retakers	% Pass Retakers - State	# Tests Taken National	# Att.1 - National	# Retakers - National
Agricultural Ed	12	100%	94%	12	100%	16	94%	0	Low N	Low N	522	485	37
Early Childhood	14	86%	90%	14	86%	2001	90%	0	Low N	82%	7353	6784	588

Elementary Literacy	7	Low N	83%	7	Low N	811	84%	0	Low N	66%	8735	8135	617
Elementary Math	6	Low N	76%	6	Low N	441	77%	0	Low N	59%	6961	6348	620
MC ELA	2	Low N	92%	2	Low N	337	92%	0	Low N	Low N	983	931	53
MC History/Social Studies	0	Low N	94%	0	NA	232	94%	0	NA	Low N	896	852	48
MC Mathematics	3	Low N	92%	3	Low N	362	92%	0	Low N	Low N	1367	1280	90
MC Science	1	Low N	90%	1	NA	294	91%	0	NA	Low N	979	909	76
Secondary ELA	3	Low N	92%	3	Low N	574	93%	0	Low N	67%	6605	6271	353
Secondary HSS	8	Low N	94%	8	Low N	710	94%	0	Low N	94%	6263	6051	226
Secondary Math	2	Low N	65%	2	NA	346	64%	0	NA	72%	5377	3993	1413
Secondary Science	0	Low N	83%	0	NA	290	83%	0	NA	92%	4625	4056	590
Special Education	5	Low N	90%	5	Low N	1296	91%	0	Low N	74%	10497	9663	859

EdTPA Performance Data 2021–2024 by Rubric

Rubric Title	N=7 Fall 2021	N=13 Spring 2022	N=8 Fall 2022	N=12 Spring 2023	N=2 Fall 2023	N=21 Spring 2024	WC Avg by Rubric	OH Avg by Rubric (2024)
1. Planning for Content Understanding	3.0	3.1	2.5	2.8	2.5	2.6	2.75	2.95

2. Planning to Support Varied Student Needs	2.8	2.8	2.6	2.6	2.8	2.6	2.7	2.85
3. Using Knowledge of Students to Inform Teaching and Learning	3.3	2.8	3.0	2.9	2.8	2.8	2.93	2.95
4. Identifying and Supporting Language Demands	2.9	2.8	2.5	2.8	2.5	2.5	2.67	2.85
5. Planning Assessments to Monitor and Support Student Learning	3.3	2.6	2.3	2.8	2.8	2.4	2.7	2.8
6. Learning Environment	3.2	3.0	3.0	2.8	3.0	3.0	3.0	3.0
7. Engaging Students in Learning	3.0	2.8	2.8	2.5	3.0	2.7	2.8	2.9
8. Deepening Student Learning	2.3	2.7	2.6	2.4	2.8	2.8	2.6	2.8
9. Subject Specific Pedagogy	3.0	2.9	2.6	2.7	2.8	2.5	2.75	2.8

10. Analyzing Teaching Effectiveness	2.5	2.7	2.5	2.4	2.8	2.5	2.57	2.65
11. Analysis of Student Learning	2.8	2.9	2.5	2.7	3.0	2.5	2.73	2.8
12. Providing Feedback to Guide Learning	3.2	2.6	3.1	3.0	2.8	2.8	2.92	3.1
13. Student use of Feedback	2.8	2.4	2.8	2.5	2.3	2.4	2.53	2.6
14. Analyzing Students' Language Use and Content Learning	2.3	2.6	2.8	2.6	2.5	2.5	2.55	2.8
15. Using Assessment to Inform Instruction	2.7	2.9	2.9	2.5	2.8	2.5	2.72	2.85
Avg Rubric Score	2.86	2.80	2.60	2.76	2.75	2.6	2.73	2.85
Mean Composite Score	43.2	41.5	39.0	41.4	42	38.75	2.91	3.04
Range Composite Scores	34-56	32-51	30-58	29-52	39-43	25-46		

Teacher Licensure Test Pass Rates 2023–2024

This data is comprised of how many of our program completers took and passed the Ohio Assessment for Educators (OAE) content and professional knowledge licensure tests for their programs. The data is taken from the OAE scores reported to Wilmington College by Pearson.

OAE Professional Knowledge Exams – Data for 2023–2024

Licensure Grade Band	N (Total # of candidates)	N (# of retakes)	Wilmington Mean Pass Rate	State Mean Pass Rate
APK (PK-5)	2	0	100%	97%
APK (4-9)	2	0	100%	79%
APK (7-12)	2	0	100%	92%
APK (Multi-Age)	8	4	38%	85%

OAE Content Knowledge Exams – Data for 2023–2024

Licensure Program	N (Total # of candidates)	N (# of candidates retaking exam 1+ times)	Wilmington Mean Pass Rate	State Mean Pass Rate
Agriscience	5	0	100%	71%
AYA English	1	0	100%	63%
Integ. Mathematics	2	1	50%	44$
Integ. Soc. Studies	10	5	20%	54%
MC ELA	1	0	100%	80%
MC Math	5	3	40%	64%

MC Science	3	1	67%	72%
MC Social Studies	1	1	0%	50%
Primary Education (P-5)	12	1	92%	89%
Primary Intervention (P-5)	7	1	86%	92%
K-12 Intervention	12	8	25%	44%

OAE Foundations of Reading Exam – Data for 2023–2024

	N (Total # of candidates)	N (# of candidates retaking exam 1+ times)	Wilmington Mean Pass Rate	State Mean Pass Rate
Foundations of Reading	20	7	60%	58%

Measure 4: Ability of completers to be hired

This data indicates the licensure and employment rates for program completers. It comes from the Ohio Department of Education data. The licensing rate was calculated as the percentage of completers who earned a teaching license for the state of Ohio. The employment rate was calculated as the percentage of licensed completers who were employed as public school teachers in the state of Ohio.

Licensing and Employment Rates for Program Completers

Academic Year	Completers	Licensing Rate		Employment Rate	
		N	%	N	%
2021-2022	21	15	71%	12	80%
2022-2023	20	15	75%	11	73%
2023-2024	22	15	68%	10	67%