

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:

CAEP Accountability Measure 1 (Initial): Completer Effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

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

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

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.

Value-Added Data for Ohio Dominican University-Prepared Teachers

| Initial Licensure Effective Years 2017, 2018, 2019, 2020 | | Associated Value-Added Classifications | | | | |
|--|--------------------------------|--|---------------|---------|---------------------|-----------------|
| Employed as Teachers | Teachers with Value-Added Data | Most Effective | Above Average | Average | Approaching Average | Least Effective |
| N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | | N/A | N/A | N/A | N/A | N/A |

| 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 | NA | N/A | N/A | N/A |

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

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

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.

| Associated Teacher Evaluation Classifications | | | | |
|--|-----------------------|------------------|---------------------|----------------------|
| Initial Licensure Effective Year | # Accomplished | # Skilled | # Developing | # Ineffective |
| 2017 | 16 | 16 | N<10 | N<10 |
| 2018 | N<10 | 17 | N<10 | N<10 |
| 2019 | N<10 | 21 | N<10 | N<10 |
| 2020 | N<10 | 15 | N<10 | N<10 |

CAEP Accountability Measure 2 (Int/Adv): Satisfaction of Employers and Stakeholder Involvement (R4.2|R5.3| RA4.1) Data on employers' satisfaction with program completers.

Employer/Stakeholder Survey

2020-21

| Ohio Dominican University prepares its graduates to: | Ohio Dominican Initial Licensure Mean (N= 5) | Ohio Dominican Advance Programs Mean (N=2) | State of Ohio Mean (N=459) |
|---|---|---|-----------------------------------|
| 1. Understand student learning and development. | 3.80 | 3.50 | 3.43 |
| 2. Respect the diversity of the students they teach. | 4.00 | 4.00 | 3.55 |
| 3. Know and understand the content area for which they have instructional responsibility. | 3.80 | 4.00 | 3.51 |
| 4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | 3.80 | 3.50 | 3.44 |
| 5. Be knowledgeable about assessment types, their purposes, and the data they generate. | 3.60 | 4.00 | 3.31 |
| 6. Analyze data to monitor student progress and learning. | 4.00 | 4.00 | 3.27 |
| 7. Use data to plan, differentiate, and modify instruction. | 3.80 | 4.00 | 3.24 |
| 8. Align their instructional goals and activities with school and district priorities. | 3.80 | 3.50 | 3.36 |
| 9. Differentiate instruction to support the learning needs of all students. | 3.80 | 3.50 | 3.24 |
| 10. Treat students fairly and establish an environment that is respectful, supportive, and caring. | 4.00 | 4.00 | 3.64 |
| 11. Maintain an environment that is conducive to learning for all students. | 4.00 | 3.50 | 3.50 |
| 12. Communicate clearly and effectively. | 3.60 | 4.00 | 3.46 |
| 13. Collaborate effectively with other teachers, administrators, and district staff. | 3.60 | 4.00 | 3.51 |
| 14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 4.00 | 4.00 | 3.58 |
| 15. Assume responsibility for professional growth. | 3.80 | 4.00 | 3.46 |

CAEP Accountability Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Initial:

**Content Knowledge - Ohio Assessment for Educators (OAE)
(Passing Score 220)**

The OAE assessments are based on state-approved and nationally recognized professional and academic standards, and contain a competency component with information about the knowledge and/or skills necessary for performing the job of a licensed educator in Ohio public and non-public schools. Therefore, the competencies collectively define the range of content to be measured by the test.

Reliability and Validity information can be found in Test Administration Technical Report.

http://www.oh.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_TechReport.html

http://www.oh.nesinc.com/Content/Docs/OAE_TestAdministration_TechnicalReport_2019-20.pdf

Content Knowledge Scores: EPP

| | 3 data cycles totals: Average (2018-2021) |
|------------------------------------|--|
| Unit (All Programs Average) | 244.8 |
| | Pass rate: N = 121 / 129 (94%) |
| EC | 239.7 |
| MC Language | 256.7 |
| MC Math | 241.7 |
| MC Science | 245.7 |
| MC Social Studies | 241.3 |
| IS (Special Education) | 251 |
| AYA Math | 230 |
| AYA Social | 244 |
| AYA ILA | 245.7 |
| AYA Science | 250 |
| Multi-age Art | 246 |
| TESOL | 246 |

Pass Rates and Average Scores by Program

Early Childhood

| Year | EC Pass % | EC Average Score |
|---------|--------------|------------------|
| 2018-19 | 9/12 = 75% | 232 |
| 2019-20 | 11/11 = 100% | 254.2 |
| 2020-21 | 7/7 = 100% | 232.86 |
| Totals | 27/30 = 90% | 239.7 |

EC Content Minority candidate performance:

| | | |
|---------|---|-----|
| 2019-20 | Minority candidate who took OAE EC Content N = 1 (Passed) | 253 |
|---------|---|-----|

Middle Childhood

| Year | MC Language Arts Pass % | MC Language Arts Average Score | MC Math Pass % | MC Math Average Score | MC Science Pass % | MC Science Average Score | MC Social Pass % | MC Social Average Score |
|---------|-------------------------|--------------------------------|----------------|-----------------------|-------------------|--------------------------|------------------|-------------------------|
| 2018-19 | 3/3 = 100% | 256 | 6/6 = 100% | 237 | 1/1 = 100% | 223 | 3/3 = 100% | 226 |
| 2019-20 | 6/6 = 100% | 266 | 2/2 = 100% | 257 | 1/1 = 100% | 266 | 6/7 = 86% | 249 |
| 2020-21 | 2/2 = 100% | 248 | 1/1 = 100% | 231 | 1/1 = 100% | 248 | 2/2 = 100% | 249 |
| Totals | 11/11 = 100% | 256.7 | 9/9 = 100% | 241.7 | 3/3 = 100% | 245.7 | 11/12 = 92% | 241.3 |

No minority candidates

Special Education Content

| Year | IS Pass % | IS Average Score |
|---------|--------------|------------------|
| 2018-19 | 7/7 = 100% | 253 |
| 2019-20 | 8/8 = 100% | 256 |
| 2020-21 | 13/13 = 100% | 244 |
| Totals | 28/28 = 100% | 251 |

Special Education Content Minority candidate performance:

| | | |
|---------|--|-----|
| 2020-21 | Minority candidate who took OAE Special Ed Content N = 2 (Both passed) | 252 |
|---------|--|-----|

AYA Content

| Year | AYA Language Arts Pass % | AYA Language Arts Average Score | AYA Math Pass % | AYA Math Average Score |
|---------|--------------------------|---------------------------------|-----------------|------------------------|
| 2018-19 | 1/1=100% | 222 | 2/2=100% | 239 |
| 2019-20 | 2/2=100% | 228 | 3/3=100% | 231 |
| 2020-21 | 1/1=100% | 287 | 1/1=100% | 220 |
| Totals | 3/3=100% | 245.7 | 6/6=100% | 230 |

No minority candidates

| | AYA Science Pass % | AYA Science Average Score | AYA Soc. St. Pass % | AYA Soc. St. Average Score |
|---------|--------------------|---------------------------|---------------------|----------------------------|
| 2017-18 | 1/1=100% | 254 | ½=50% | 232 |
| 2018-19 | No completer | - | 3/3=100% | 246 |
| 2019-20 | 1/1=100% | 260 | No completer | - |
| 2020-21 | 1/1=100% | 236 | 3/3=100% | 254 |
| Totals | 3/3=100% | 250 | 6/8=75% | 244 |

No minority candidates

Art Content

| | Art Pass% | Art Average Score |
|---------|--------------|-------------------|
| 2017-18 | 2/2 = 100% | 243 |
| 2018-19 | 2/3= 67% | 228 |
| 2019-20 | No completer | - |
| 2020-21 | 1/1=100% | 267 |
| Totals | 5/6=83% | 246 |

Art Content Minority candidate performance:

| | | |
|---------|---|-----|
| 2018-19 | Minority candidate who took OAE Art Content N = 1 | 187 |
|---------|---|-----|

TESOL (English to Speakers of Other Languages)

| Year | TESOL Pass % | TESOL Average Score |
|---------|--------------|---------------------|
| 2018-19 | 2/2=100% | 259 |
| 2019-20 | 4/5=80% | 225 |
| 2020-21 | 3/3=100% | 254 |
| Totals | 9/10=90% | 246 |

ESOL Content Minority candidate performance:

| | | |
|---------|---|-----|
| 2019-20 | Minority candidate who took OAE ESOL Content N = 4 (3 passed, 1 failed) | 223 |
|---------|---|-----|

CPAST: Student Teaching *Pedagogy Summative* Evaluation

**Data evidence for CAEP R1.1. (InTASC 2c, InTASC 3d)
Measured by CPAST Pedagogy Row D, Row I, Row M**

**Row D: Differentiated Methods (CAEP R1.1.) (InTASC 2C)
Row I: Safe and Respectful Environment (CAEP R1.1)(InTASC 3d)
Row M: Connections to Research and Theory (CAEP R1.1)**

**2021 Spring-2020 Fall
2020 Spring-2019 Fall
2019 Spring-2018 Fall**

Row (D. I. M.) Means by Race:

| Data Cycle | Row D. Mean | Row D. Mean | Row I. Mean | Row I. Mean | Row M. Mean | Row M. Mean |
|--|--------------------|-------------------------|--------------------|------------------------|--------------------|------------------------|
| Races N in EPP Unit | Minority | White/Caucasians | Minority | White/Caucasian | Minority | White/Caucasian |
| 2020-21 | 2.67 | 2.23 | 2.67 | 2.62 | 2.67 | 1.88 |
| Minority N=3 (2 Black, 1 Hispanic) | | | | | | |
| White N=26 | | | | | | |
| 2019-20 | 2.43 | 2.3 | 2.86 | 2.67 | 2.29 | 2.07 |
| Minority N=7 (2 Hispanic, 1 Black, 4 Foreign) | | | | | | |
| White N=29 | | | | | | |
| 2018-19 | 3.0 | 2.4 | 3 | 2.6 | 3 | 2.2 |
| Minority N = 1 (Black) | | | | | | |
| White N=37 | | | | | | |

edTPA: Summative Performance Assessment [Nationally Scored]

Data: Individual Task Scores & Total Passing Score

| Data Cycle | Race | Task 1 Planning for Instruction & Assessment | Task 2 Instructing and Engaging Student in Learning | Task 3 Assessing Student Learning | TOTAL *Passing Score = 37 |
|-------------------|-------------|---|--|--|---|
| | | | | | |

| | | Mean Score (Rubric 1-5) | Mean Score (Rubric 6-10) | Mean Score (Rubric 11-15) | Mean |
|--------------|---|----------------------------|-----------------------------|------------------------------|-------|
| 20-21 | Minority (N = 4; 2 Black/2 Hispanic) | 13.38 | 13.5 | 13.17 | 42.7 |
| | White (N=26) | 14.35 | 13.9 | 13.72 | 42.03 |
| 19-20 | Minority (N=7; 2 Hispanic, 1 Black, 4 Foreign) | 15.57 | 15 | 15.29 | 47.3 |
| | White (N=31) | 14.9 | 14.3 | 14.26 | 43.47 |
| 18-19 | Minority (N=1, Black) | 12 | 14 | 8 | 34 |
| | White (N=37) | 15.7 | 14.7 | 14.6 | 45.6 |

Advanced:

Educational Leadership: Ohio Assessment for Educators (OAE)

Content Knowledge Assessment

The OAE assessment frameworks are based on state-approved and nationally recognized professional and academic standards, and contain a competency component with information about the knowledge and/or skills necessary for performing the job of a licensed educator in Ohio public and non-public schools. Therefore, the competencies collectively define the range of content to be measured by the test.

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http://www.oh.nesinc.com/Content/Docs/OAE_TestAdministration_TechnicalReport_2018-19.pdf

Frameworks of Content Knowledge Assessments: Domain Information Educational Leadership

| Domain (English to Speakers of Other Languages) | | Approximate Percentage of Assessment Score |
|---|------------------------------------|--|
| I | Visionary and Inclusive Leadership | 20% |
| II | Student Learning | 30% |

| Domain (English to Speakers of Other Languages) | | Approximate Percentage of Assessment Score |
|---|---|--|
| III | Systems for Capacity Building | 30% |
| IV | Resource Management and Educational Law | 20% |

SPA alignment: National Educational Leadership Preparation (NELP) alignment
[http://www.oh.nesinc.com/Content/Docs/OAE_Principal\(5_12\)_AlignmentTable.pdf](http://www.oh.nesinc.com/Content/Docs/OAE_Principal(5_12)_AlignmentTable.pdf) (Evidence RA1.2. NELP Alignment)

OAE Content Knowledge Educational Leadership

All Candidates Performances

| | N | Passed (%) | Domain Scores (Range 1-4) | | | | Passing >= 220 Total Scaled |
|---------|----|------------|----------------------------------|--------------------------|---------------------------------|--------------------------------|-----------------------------|
| | | | Domain I (NELP 1, 2, 3, 5 and 6) | Domain II (NELP 3 and 4) | Domain III (NELP 1, 5, 6 and 7) | Domain IV (NELP 2, 3, 6 and 7) | |
| 2018-19 | 18 | 17 (94%) | 3.7 | 3.4 | 3.2 | 3.6 | 243.7 |
| 2019-20 | 20 | 20 (100%) | 3.6 | 3.3 | 3.5 | 3.2 | 245.4 |
| 2020-21 | 18 | 18 (100%) | 3.7 | 3.2 | 3.4 | 3.7 | 251.8 |
| | | Average | 3.67 | 3.3 | 3.37 | 3.5 | |

Minority Candidates Performances

| | | | | |
|--|-----------|------------|-----------|--------------|
| 18-19: Minority N= 3 (1 Hispanic 2 Black) | | | | |
| Domain I | Domain II | Domain III | Domain IV | Total Scaled |
| 3.67 | 3.67 | 3.67 | 3 | 222* |
| *One of minority candidates had a low score in Domain V. Constructed Response which caused him to fail the test, although he got 4, 4, 3 and 4 in Domain I, II, III and IV respectively. | | | | |
| 19-20: Minority N=0 | | | | |
| 20-21: Minority N=1 (Black) | | | | |
| Domain I | Domain II | Domain III | Domain IV | Total Scaled |

| | | | | |
|---|---|---|---|-----|
| | | | | |
| 4 | 4 | 3 | 4 | 281 |

OAE Content Knowledge Special Education

All Candidates Performances

| | N | Passed (%) | Domain Scores (Range 1-4) | | | | Passing >= 220 Total Scaled |
|---------|---|------------|---------------------------|----------------------------|--------------------------------|-------------------------|-----------------------------|
| | | | Domain I (CEC 1) | Domain II (CEC 3, 4 and 5) | Domain III (CEC 2, 3, 5 and 7) | Domain IV (CEC 6 and 7) | |
| 2018-19 | 4 | 4 (100%) | 3.25 | 2.5 | 3.25 | 3.25 | 249 |
| 2019-20 | 4 | 4 (100%) | 4 | 3.5 | 3.5 | 3.75 | 267 |
| 2020-21 | 1 | 1(100%) | 3 | 4 | 4 | 4 | 266 |
| | | Average | 3.42 | 3.33 | 3.58 | 3.67 | |

Minority Candidate Performance

| 18-19: Minority N= 1 (1 Black) | | | | |
|---|-----------|------------|-----------|-----------------------------|
| Domain I | Domain II | Domain III | Domain IV | Passing >= 220 Total Scaled |
| 3 | 2 | 3 | 3 | 231 |
| 19-20: Minority N=0 | | | | |
| 20-21: Minority N=0 | | | | |

CAEP Accountability Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)

Employment Data

Initial Licensure:

| | Number of Graduates | Employed in Teaching Field | Attending Graduate School |
|--|---------------------|----------------------------|---------------------------|
| | | | |

| | | | |
|------------------|-----------|-----------|----------|
| 2020-2021 | 28 | 25 | 1 |
| 2019-2020 | 35 | 28 | 1 |

Principal Candidates:

| | Number of Graduates | Employed in Teaching Field | Employed in Administrative Position |
|------------------|----------------------------|-----------------------------------|--|
| 2020-2021 | 37 | 37 | 0 |
| 2019-2020 | 32 | 29 | 1 |