



Measure 1: Completer Impact and Effectiveness

Note: Effective January 2026, Franklin University’s EPP transitioned from the *School of Education* to the *H.K. and Eva James College of Education*. The information below was published in April 2025 and thus is reflective of the name of the EPP at that time.

Teacher Effectiveness After Graduation

The School of Education monitors the impact teachers, who completed our licensure programs, have on P-12 student learning and development, classroom instruction, and in their schools to ensure the effectiveness of our licensure programs. To ensure the teachers who completed our licensure programs positively apply their professional knowledge, skills, and dispositions to P-12 student-learning and growth, the School of Education tracks data from Ohio's Teacher Evaluation System, Value-Added Data, as well as data concerning the Resident Educator Summative Assessment. From an analysis of these data points, the School of Education is able to evaluate the effectiveness of the teachers who have completed our licensure programs, providing valuable feedback about areas of strength and improvement within our licensure programs.

Ohio Teacher Evaluation System

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System (OTES)) 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.

Ohio Teacher Evaluation Classifications for Ohio Teachers Prepared by the School of Education (2023-2024 Academic Year)

Initial Licensure Effective Year	Accomplished	Skilled	Developing	Ineffective
	N	N	N	N
2020	< 3	6	< 3	< 3
2021	3	14	< 3	< 3
2022	< 3	< 3	< 3	< 3
2023	< 3	4	< 3	< 3

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Ohio Teacher Evaluation System (OTES) Data

Ohio Teacher Evaluation Classifications for Ohio Teachers Prepared by Ohio Education Preparation Providers (2023-2024 Academic Year)

Initial Licensure Effective Year	Accomplished	Skilled	Developing	Ineffective
	N	N	N	N
2020	575	1735	101	< 10
2021	296	1559	106	< 10
2022	153	1324	126	< 10
2023	109	1530	349	10



Measure 1: Completer Impact and Effectiveness

Value-Added 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. The Associated Value-Added Classifications below relate to student academic gains and are set by the State of Ohio. Light blue indicates evidence of more growth, green indicates evidence of expected growth, and yellow indicates evidence of less growth.

Value-Added Data for School of Education Prepared Teachers (2023-2024 Academic Year)

Initial Licensure Effective Years (2020, 2021, 2022, 2023)		Associated Value-Added Classification					
Employed as Teachers	Teachers with Value Added Data	Light Blue		Green		Yellow	
N	N	N	%	N	%	N	%
57	17	N/A	N/A	13	76%	4	24%

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Ohio Teacher Evaluation System (OTES) Data

Value-Added Data for Students Taught By Teachers Prepared by Ohio Educator Preparation Providers (2023-2024 Academic Year)

Initial Licensure Effective Years (2020, 2021, 2022, 2023)		Associated Value-Added Classification					
Employed as Teachers	Teachers with Value Added Data	Light Blue		Green		Yellow	
N	N	N	%	N	%	N	%
9174	2844	339	12%	1844	65%	661	23%

Value-Added Data by License Type

Teacher Value-Added data for the School of Education's Completers were obtained from the Ohio Department of Higher Education Metrics Reporting System (MRS) and used to conduct this analysis. Metrics data for the School of Education's Completers who were employed by an Ohio Educational Organization and received a value-added score during the 2021-2022, 2022-2023 and/or 2023-2024 academic years were used. This data was paired with the Teacher Credential Data obtained from the Ohio Department of Education's Educator Licensure and Records (CORE) data to identify the Completer's initial credential type. Teacher Credential Data can also be accessed by the public through the [Staff Data](#) webpage on the Ohio Department of Education's website

Note: Data in the following tables reflect the number of educator licenses, not the number of educators. Educators may hold more than one valid license.

Note: [Beginning with the 2021-2022 academic year](#), the Education Value-Added Assessment System (EVAAS) changed the Effectiveness Level categories from Most Effective (Dark Green), Above Average (Light Green), Average (Yellow), Approaching Average (Orange), and Least Effective (Red) to Light Blue, Green, and Yellow. For comparison between years, the School of Education has converted the [Effectiveness Level categories of years prior to 2022](#) to the new

Measure 1: Completer Impact and Effectiveness

categories, using their [location on the calculated Growth Index](#) as a framework: Most Effective (Dark Green) = Light Blue; Above Average (Light Green), Average (Yellow), Approaching Average (Orange) = Green; and Least Effective (Red) = Yellow.

Adolescence to Young Adult Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2021-2022	0	0.00%	5	62.50%	3	37.50%
2022-2023	0	0.00%	4	50.00%	4	50.00%
2023-2024	0	0.00%	3	75.00%	1	25.00%
Total	0	0.00%	12	60.00%	8	40.00%

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Teacher Value-Added Data

Source: Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education's Educator Licensure and Records \(CORE\)](#) database)

Early Childhood/Primary Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2021-2022	0	0.00%	3	100.00%	0	0.00%
2022-2023	0	0.00%	0	0.00%	2	100.00%
2023-2024	0	0.00%	2	100%	0	0.00%
Total	0	0.00%	5	71.43%	2	28.57%

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Teacher Value-Added Data

Source: Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education's Educator Licensure and Records \(CORE\)](#) database)

Intervention Specialist: Mild to Moderate Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2021-2022	0	0.00%	7	100.00%	0	0.00%
2022-2023	0	0.00%	6	100.00%	0	0.00%
2023-2024	0	0.00%	3	100.00%	0	0.00%
Total	0	0.00%	16	100.00%	0	0.00%

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Teacher Value-Added Data

Source: Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education's Educator Licensure and Records \(CORE\)](#) database)

Middle Childhood Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2021-2022	0	0.00%	4	66.67%	2	33.33%
2022-2023	0	0.00%	5	83.33%	1	16.67%
2023-2024	0	0.00%	5	62.50%	3	37.50%
Total	0	0.00%	14	70.00%	6	30.00%



Measure 1: Completer Impact and Effectiveness

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Teacher Value-Added Data

Source: Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education’s Educator Licensure and Records \(CORE\)](#) database)

Total Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2021-2022	0	0.00%	19	79.17%	5	20.83%
2022-2023	0	0.00%	15	68.18%	7	31.82%
2023-2024	0	0.00%	13	76.47%	4	23.53%
Total	0	0.00%	47	74.60%	16	25.40%

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Evaluation Data, Teacher Value-Added Data

Source: Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education’s Educator Licensure and Records \(CORE\)](#) database)

Resident Educator Summative Assessment Progression and Completion

As part of the Ohio Resident Educator Program, educators must successfully complete four years of residency, as well as the Resident Educator Summative Assessment (RESA), in order to complete the program. Educators take the RESA in Year 3 of their residency (beginning 2018-2019, local policies may allow certain educators to take the RESA during Year 2 of their residency) and are permitted no more than three total attempts to successfully complete the assessment. Additional information concerning the Ohio Resident Educator Program and the RESA can be found on the [Resident Educator Program webpage](#) on the Ohio Department of Higher Education’s website. The School of Education views successful progression through the residency period, as well as successful completion of the Resident Educator Summative Assessment as indicators of positive impact and effectiveness by completers.

Resident Educator Program and Resident Educator Summative Assessment data for the School of Education were obtained from the Ohio Department of Higher Education Metrics Reporting System (MRS) and used to conduct this analysis. Metrics data for the School of Education’s Completers who have begun the Ohio Resident Educator Program were used. This data was paired with the Teacher Credential Data obtained from the Ohio Department of Education’s Educator Licensure and Records (CORE) data to identify completers whose license became effective in 2021, 2022, 2023. Teacher Credential Data can also be accessed by the public through the [Staff Data webpage](#) on the Ohio Department of Education’s website.

Note: Data in the following tables reflect the number of educator licenses, not the number of educators. Educators may hold more than one valid license. While the Ohio Residential Educator Program and the Ohio Residential Educator Summative Assessment educators are only required to be completed once, regardless of the number of valid licenses an individual holds, for the purposes of uniform analysis the School of Education reviews the progression and completion rates for each educator license.

Note: With the closure of the Urbana Branch Campus in the spring of 2020, the School of Education began approving educator licenses exclusively through Franklin University. From reporting year 2020 – 2021 onward, the Ohio Department of Higher Education has only provided RESA data for licenses approved from Franklin University; therefore, data for licenses approved through Urbana University is no longer available. The School of Education has reported the most recent data for individuals who had their license approved through Urbana University. Cells highlighted in blue indicate that a change in performance has likely occurred, but the data is not available for verification.



Measure 1: Completer Impact and Effectiveness

School of Education-Prepared Teachers' Completion of the Ohio Resident Educator Program Year 1 – 4

Licensure Effective Year	Licensed CAEP Completers	Year 1	Year 2	Year 3		Year 4	
	N	Completed	Completed	Completed	Not Required*	Completed	Not Required*
		N	N	N	N	N	N
2021	23	4	18	0	0	0	0
2022	7	5	0				
2023	5	0					
2024	4	0					
Total	39	9	18	0	0	0	0

*Educators take the RESA in Year 3 of their residency (beginning 2018-2019, local policies may allow certain educators to take the RESA during Year 2 of their residency). Once the RESA is completed, subsequent residency years are not required to be completed (they can be completed and data reported for them, but are not required once the RESA has been successfully completed).

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Other Data, Resident Educator Completion Data

Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education's Educator Licensure and Records \(CORE\)](#) database)

School of Education-Prepared Teachers' Completion of the Ohio Resident Educator Summative Assessment

Year License Effective	Licensed CAEP Completers	Total Attempts* **	Total Passed	% Passed
	N	N	N	%
2021	23	4	3	75.00%
2022	7	0	0	0.00%
2023	5	0	0	0.00%
2024	4			
Total	39	4	3	75.00%

*Educators have three total attempts to complete the RESA. This number may include duplicate completers who attempted the RESA more than one time

**Educators take the RESA in Year 3 of their residency (beginning 2018-2019, local policies may allow certain educators to take the RESA during Year 2 of their residency). Based on the amount of time elapsed since the year their license was effective, completers may not be eligible to take the RESA, which would result in 0 attempts for a given year.

Source: [Ohio Department of Higher Education Metrics Reporting System](#), Franklin University, Data Export, Other Data, Resident Educator Completion Data

Internal School of Education licensure and credential database (data originating from the [Ohio Department of Education's Educator Licensure and Records \(CORE\)](#) database)