

Measure 1: Completer Impact and Effectiveness

Teacher Effectiveness After Graduation

The College 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 College 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 College of Education can 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 College of Education (2024-2025 Academic Year)

Initial Licensure Effective Year	Accomplished	Skilled	Developing	Ineffective
	N	N	N	N
2021	5	12	< 3	< 3
2022	< 3	< 3	< 3	< 3
2023	< 3	5	< 3	< 3
2024	< 3	14	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 (2024-2025 Academic Year)

Initial Licensure Effective Year	Accomplished	Skilled	Developing	Ineffective
	N	N	N	N
2021	479	1420	66	< 10
2022	341	1246	72	< 10
2023	219	1936	179	14
2024	113	1506	306	< 10

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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. The data uses OST Teacher composite scores.

Value-Added Data for College of Education Prepared Teachers (2024-2025 Academic Year)

Initial Licensure Effective Years (2022, 2023, 2024)		Associated Value-Added Classification				
Teachers with Value Added Data	Light Blue		Green		Yellow	
N	N	%	N	%	N	%
20	1	5%	16	80%	3	15%

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 (2024-2025 Academic Year)

Initial Licensure Effective Years (2024)		Associated Value-Added Classification				
Teachers with Value Added Data	Light Blue		Green		Yellow	
N	N	%	N	%	N	%
665	44	7%	494	74%	127	19%

Value-Added Data by License Type

Teacher Value-Added data for the College 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 College of Education's Completers who were employed by an Ohio Educational Organization and received a value-added score during the 2022-2023, 2023-2024 and/or 2024-2025 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.

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Adolescence to Young Adult Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2022-2023	0	0.00%	4	50.00%	4	50.00%
2023-2024	0	0.00%	3	75.00%	1	25.00%
2024-2025	0	0.00%	11	100.00%	0	0.00%
Total	0	0.00%	18	78.26%	5	21.74%

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

Source: Internal College 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	%
2022-2023	0	0.00%	0	0.00%	2	100.00%
2023-2024	0	0.00%	2	100%	0	0.00%
2024-2025	2	11.76%	14	82.35%	1	5.88%
Total	2	9.52%	16	76.19%	3	14.29%

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

Source: Internal College 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	%
2022-2023	0	0.00%	6	100.00%	0	0.00%
2023-2024	0	0.00%	3	100.00%	0	0.00%
2024-2025	0	0.00%	8	80%	2	20%
Total	0	0.00%	17	89.47%	2	10.53%

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

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

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Middle Childhood Value-Added Data

Academic Year	Light Blue		Green		Yellow	
	N	%	N	%	N	%
2022-2023	0	0.00%	5	83.33%	1	16.67%
2023-2024	0	0.00%	5	62.50%	3	37.50%
2024-2025	0	0.00%	4	66.67%	2	33.33%
Total	0	0.00%	14	70.00%	6	30.00%

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

Source: Internal College 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	%
2022-2023	0	0.00%	15	68.18%	7	31.82%
2023-2024	0	0.00%	13	76.47%	4	23.53%
2024-2025	2	4.55%	37	84.09%	5	11.36%
Total	2	2.41%	65	78.31%	16	19.28%

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

Source: Internal College 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 College 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 College 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 Completors 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 completors whose license became effective in 2022, 2023, 2024.

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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 College 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 College 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.

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

Licensure Effective Year	Licensed CAEP Completers N	Year 1	Year 1	Year 2	Year 2
		Attempted	Completed	Attempted	Completed
		N	N	N	N
2022	13	9	9	8	2
2023	29	4	0		
2024	44	0	0		
Total	86	13	9	8	2

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

College 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	%
2022	13	8	2	25%
2023	29	0	0	0.00%
2024	44			
Total	86	8	2	25%

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



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