2024
Ohio Educator Preparation Provider Performance Report
Ashland University

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

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board 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.

Note that the data on this page is not 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 within the previous four effective years.
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**
2020	12	52	N<10	N<10
2021	12	57	N<10	N<10
2022	N<10	40	N<10	N<10
2023	N<10	41	11	N<10

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Ohio Principal Evaluation System (OPES) Results for Individuals Completing Principal Preparation Programs at Ashland University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:
Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses within the previous four effective years.

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.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	**# Accomplished**	**# Skilled**	**# Developing**	**# Ineffective**
2020	21	29	N<10	N<10
2021	28	29	N<10	N<10
2022	18	21	N<10	N<10
2023	24	11	N<10	N<10

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Field and Clinical Experiences for Candidates at Ashland University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ashland University)

Description of Data:

Ohio requires that educator 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 beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	N
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	180
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	265
Average number of weeks required to teach full-time within the student teaching experience at the institution	14
Percentage of teacher candidates who satisfactorily completed student teaching	100%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	32
Number of candidates who started internship	51
Number of candidates who completed internship	32
Percentage of principal candidates who satisfactorily completed internship	62.75%

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Description of Data:

Teacher Licensure Tests	
Summary Rating: EFFECTIVE	
Completers Tested	**Pass Rate**
84	85%

Ohio Principal Licensure Examination Pass Rates at Ashland University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ashland University)

Description of Data:
Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers

Principal Licensure Tests	
Completers Tested	**Pass Rate**
34	91%

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

Reporting period from September 1, 2023 to August 31, 2024.

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 the previous four reporting effective years.
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 Ashland University-Prepared Teachers

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
283	75	N=17 23%	N=50 67%	N=8 11%

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Demographic Information for Schools where Ashland University-Prepared Teachers with Value-Added Data Serve

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=20	N=21	N=2	N=31	N/A
27%	28%	3%	41%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=4	N=70	N/A	N/A	N/A	N/A
5%	93%	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=75
N/A	N/A	N/A	N/A	N/A	100%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=21	N=7	N=25	N=21	N/A
28%	9%	33%	28%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=15	N=14	N=27	N=18	N/A
20%	19%	36%	24%	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.**

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Value-Added Data for Ashland University-Prepared Principals

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
21	47	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A

Demographic Information for Schools where Ashland University-Prepared Principals with Value-Added Data Serve

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=20	N=14	N=1	N=14	N/A
43%	30%	2%	30%	N/A

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=4	N=44	N=1	N/A	N/A	N/A
9%	94%	2%	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School

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

Principals Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=9	N=22	N=10	N=8	N/A
19%	47%	21%	17%	N/A

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Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=10	N=10	N=17	N=12	N/A
21%	21%	36%	26%	N/A

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Ashland University Candidate Academic Measures

(Data Source:Ashland University)
Reporting period from September 1, 2023 to August 31, 2024.

Undergraduate Admission Requirements

Students considered for candidacy must have satisfactorily completed: a sophomore field experience, a minimum score on either the ACT, SAT, Praxis Core, a 2.5 cumulative GPA, oral communication proficiency, and initial field dispositions.

Post-Baccalaureate Admission Requirements

Ashland University has entered the GPA of the first 12 credits completed at AU in the GPA – Undergraduate data field. Individuals seeking candidacy to the Bachelor's Plus program must first meet graduate school entrance requirements, including a bachelor's degree with a cumulative GPA of 2.75 or higher. Those considered for candidacy must have completed 12 hours at AU with a 3.0 cumulative GPA, and achieved a minimum score on either the ACT, SAT, Praxis Core.

Description of Data:
The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A." In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N."

Candidates Admitted is the number admitted (for fall or spring) during the academic year.
Candidates Enrolled is the total number of candidates admitted and enrolled (including program completers) during the academic year.
Candidates Completing is the number meeting all the requirements of a state-approved teacher preparation program during the academic year.

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
ACT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT English Subscore	U=19 P=19 G=N/A	U=61 P=N<10 G=N/A	U=21.23 P=N<10 G=N/A	U=235 P=26 G=N/A	U=21.53 P=24.96 G=N/A	U=70 P=N<10 G=N/A	U=22.11 P=N<10 G=N/A
ACT Essay (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Math Subscore	U=18 P=18 G=N/A	U=62 P=N<10 G=N/A	U=21.34 P=N<10 G=N/A	U=237 P=26 G=N/A	U=21.77 P=22.62 G=N/A	U=70 P=N<10 G=N/A	U=22.34 P=N<10 G=N/A
ACT Reading Subscore	U=20 P=20 G=N/A	U=62 P=N<10 G=N/A	U=24.13 P=N<10 G=N/A	U=237 P=25 G=N/A	U=24.25 P=25.72 G=N/A	U=70 P=N<10 G=N/A	U=24.49 P=N<10 G=N/A
ACT Science Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Graduate	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
GPA - High School	U= 2.50 P=N/A G=N/A	U=46 P=N/A G=N/A	U= 3.55 P=N/A G=N/A	U=184 P=N/A G=N/A	U= 3.50 P=N/A G=N/A	U=46 P=N/A G=N/A	U= 3.62 P=N/A G=N/A
GPA - Transfer	U= 2.50 P=N/A G=N/A	U=32 P=N/A G=N/A	U= 3.55 P=N/A G=N/A	U=92 P=N/A G=N/A	U= 3.65 P=N/A G=N/A	U=37 P=N/A G=N/A	U= 3.71 P=N/A G=N/A
GPA - Undergraduate	U=N/A P= 3.00 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=27 G=N/A	U=N/A P= 3.76 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A
GRE Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Quantitative Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Verbal Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=152 P=152 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=20 P=N<10 G=N/A	U=166.4 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis CORE Reading	U=156 P=156 G=N/A	U=10 P=N<10 G=N/A	U=172.6 P=N<10 G=N/A	U=31 P=N<10 G=N/A	U=171.87 P=N<10 G=N/A	U=10 P=N<10 G=N/A	U=175.4 P=N<10 G=N/A
Praxis CORE Writing	U=162 P=162 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=13 P=N<10 G=N/A	U=166.62 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Essay, Writing (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Math Subscore	U=520 P=520 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=24 P=N<10 G=N/A	U=569.38 P=N<10 G=N/A	U=13 P=N<10 G=N/A	U=568 P=N<10 G=N/A
SAT Reading/ Writing Subscore	U=530 P=530 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=24 P=N<10 G=N/A	U=598.57 P=N<10 G=N/A	U=13 P=N<10 G=N/A	U=608.57 P=N<10 G=N/A

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	N	N	N
EMPATHY/Omaha Interview	N	N	N

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Essay	N	N	N
High School Class Rank	N/A	N/A	N/A
Interview	N	N	N
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	N
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	Y	Y	N
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

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Principal Program Admission Requirements

Applicants seeking candidacy in the Master's Building Principal licensure program are required to have a previous degree minimum GPA of 2.75. Applicants must hold an active Ohio Initial Teaching License. Candidates must complete advanced course work that includes a solid foundation in Educational Administration and a two-semester internship focusing on building principal experiences. Building Principal licensure applicants must have taught 2 years with a professional or provisional teacher.

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
GPA - Undergraduate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	2.75	30	3.83	113	3.88	32	3.91
ACT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Reading Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT English Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Reading/ Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Verbal Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Quantitative Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Science Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Essay (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
SAT Essay, Writing (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Other Criteria	
Dispositional Assessment	N
EMPATHY/Omaha Interview	N
Essay	N
Interview	N
Letter of Commitment	N
Letter of Recommendation	N
Myers-Briggs Type Indicator	N
Portfolio	N
Prerequisite Courses	Y
SRI Teacher Perceiver	N
Superintendent Statement of Sponsorship	N
Teacher Insight	N

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National Accreditation Status

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Department of Higher Education)

Description of Data:
All educator preparation programs (EPPs) in Ohio are required to be accredited by either the Association for Advancing Quality in Educator Preparation (AAQEP) or the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

Accrediting Agency	CAEP
Date of Last Review	Spring 2024
Accreditation Status	Accredited

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Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ashland University)

Description of Data:
The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.

2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.

3. A scenario where a student is not reported for one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub-license (in which the work is counted) and Year 2 under a RE license.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Ashland University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2020	2	N/A	%	8	N/A	%	1	N/A	%	1	N/A	%
2021	2	N/A	%	6	N/A	%	1	N/A	%	N/A	N/A	N/A

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	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2022	4	1	25%	16	1	6.3%	N/A	N/A	N/A	N/A	N/A	N/A
2023	18	N/A	%	58	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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Excellence and Innovation Initiatives

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ashland University)

Description of Data:
This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Preparation Programs

Initiative:	Continue P-5 Curriculum Redesign (P-8 pending)
Purpose:	Eliminate dual program requirement from current P-5 primary/P-5 Intervention Specialist Program
Goal:	Provide additional methods and content for P-5 primary ITP candidates by removing the P-5 IS requirement (add an option available for those interested).
Number of Participants:	8
Strategy:	-Review current curriculum for depth and breadth of content and methods and alignment to InTASC and specialty area standards -Develop new curriculum series that supports standard progressions and developmental clinical experiences -Provide policies and supports for candidates to successfully complete gateways -Obtain feedback from stakeholders (e.g. Advisory Boards/councils, supervisors cooperating teachers, candidates, completers) -Incorporate feedback into new curriculum and submit for approval
Demonstration of Impact:	-Gateways data, EPP key assessments
External Recognition:	CAEP, ODHE, EPP partners
Programs:	P-5 primary, P-5 Intervention Specialist

Initiative:	Continue 12 Credit Literacy Series Initiative
Purpose:	Ensure Science of Reading focus so that candidates are ready to teach reading when they enter the classroom.
Goal:	Provide ITP candidates a solid foundation in the Science of Reading
Number of Participants:	15
Strategy:	-Review current syllabi for the 12 credit literacy series, align to Literacy Collaborative recommended Science of Reading topics/standards -Revise current/develop new Science of Reading focused curriculum -Submit Curriculum revisions for approval
Demonstration of Impact:	-OAE 190 Foundations of Reading
External Recognition:	ODHE; EPP Partners
Programs:	P-5 Primary, P-5 Intervention Specialist; P-12 IS; Middle Grades

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Principal Preparation Programs

Initiative:	Superintendent License Program Purpose
Purpose:	Update and revise coursework and key assessments
Goal:	Ensure superintendents are adequately prepared to lead P-12 school districts
Number of Participants:	5
Strategy:	-Review current curriculum for depth and breadth of standard coverage -Revise coursework as needed -Identify program key assessments with rubrics to assess knowledge, skills and dispositions related to ODHE standards and CAEP advanced standards. -Obtain feedback from stakeholders (e.g. Advisory Boards/councils, partners, current superintendents, candidates, completers) -Incorporate feedback into new curriculum and submit for approval
Demonstration of Impact:	-Program Key assessments
External Recognition:	CAEP; ODHE; EPP Partners