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Grading Teachers

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Teachers who graduate from the University of Dayton are better prepared and more of their students exceed expectations compared to the average graduate of other Ohio education programs according to a new report by the Ohio Board of Regents.

The University also plays a significant role in preparing Ohio principals, with nearly 20 percent of the state's newly licensed principals graduating from the University of Dayton. Students of these principals also meet or exceed expectations at a higher rate than those of graduates of other Ohio principal license programs, according to the report.

"The report is of great importance because teacher and principal preparation programs are committed to using data to improve education for students in P-12 schools," said Kevin Kelly, dean of the University's School of Education and Allied Professions. "This objective data shows that our graduates are helping students meet and exceed learning expectations in reading and math beyond the average levels achieved by graduates of other Ohio university programs. We are proud of the accomplishments of our graduates and the leadership they provide to Ohio schools."

The Ohio Board of Regents on Jan. 8 released its inaugural Educator Preparation Performance Report for 2012 for all Ohio higher education institutions that offer teacher and principal preparation programs.

"The data will inform the improvement processes that occur within each educator preparation program and create opportunities for faculty from different institutions to share effective practices as they prepare the next generation of Ohio educators," said Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives at the Board of Regents.

The report evaluated 51 programs at Ohio institutions, resulting in 500 performance reports. The board will also issue one state report and a separate report for each of the 51 institutions.

The report rates graduates of teacher education and principal license programs for all Ohio higher education institutions using value-added academic performance metrics for their students.

Linking student assessment data to specific institutions and programs is a critical component of Ohio's participation in the federal Race to the Top grant.

The report analyzed data on graduates who received their teacher or principal licenses between 2008 and 2011. Data are based on grade 4-8 reading and math achievement tests as well as classroom data from the 2010-11 and 2011-12 school years and building-level data for principals from the 2011-12 academic year. The report includes 68 percent of Ohio teachers of reading and math in grades 4-8 serving in public or district-level administered community schools and 100 percent of principals.

Although the Board of Regents will utilize the metrics included in the performance reports for program review and approval, the reports do not include a ranking of programs and do not assign letter grades. Future performance reports will be published at the end of each calendar year. Reports will be available to the public via the Board of Regents website at the related link.

The following are highlights of the report for graduates of the University of Dayton's teacher education program:

- Graduates posted a 99 percent Praxis II passage rate across teacher licensure programs for the 2011-12 academic year — compared to a 97.2 percent state passage rate.
- The report included value-added data for 51 University of Dayton graduates (1,078 graduates of all Ohio preparation programs); of this number, 27.5 percent were in the **Above Expected** category (compared to 20 percent of all Ohio graduates), 56.9 percent were in **Met Expected** (compared to 68 percent of all Ohio graduates), and 15.7 percent were in the **Below Expected** category (compared to 12 percent of all Ohio graduates).
 - University of Dayton graduates taught in a higher percentage of academically distressed schools; 18 percent taught in Academic Emergency or Watch category schools (compared to 13 percent of all Ohio graduates).
 - University of Dayton graduates also taught in poorer schools; 42 percent taught in high poverty schools

(compared to 29 percent of all Ohio graduates).

- The average ACT score for University of Dayton completers was 25 (compared to state average of 22.8).
- The University of Dayton requires 695–735 field experience hours, which is 50 percent higher than the statewide average of 459–490.
- The University of Dayton requires a 15-week, full-time student teaching experience (compared to a state average of about nine and a half weeks).
- The University of Dayton has a 100 percent student teaching completion rate (compared to a 94 percent statewide average).

The following are highlights of the report for graduates of the University of Dayton's principal licensure program:

- The report included value-added data for 50 program completers in principal positions (248 principal license program completers of all Ohio preparation programs); of this number, 30 percent were in the **Above Expected** category (compared to 27 percent of all Ohio completers), 60 percent were **Met Expected** (compared to 52 percent of all Ohio completers), and 10 percent were in the **Below Expected** category (compared to 21 percent of all Ohio completers).
- The University of Dayton admitted 178 students to the internship necessary for completion of the licensure in 2012, well above the state average of 41.8.
- A total of 97 University of Dayton students completed the internship in 2012, three times the state average of 33.2.
- 20 percent of the principals for whom value-added data were reported were graduates of the University of Dayton principal license program.

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