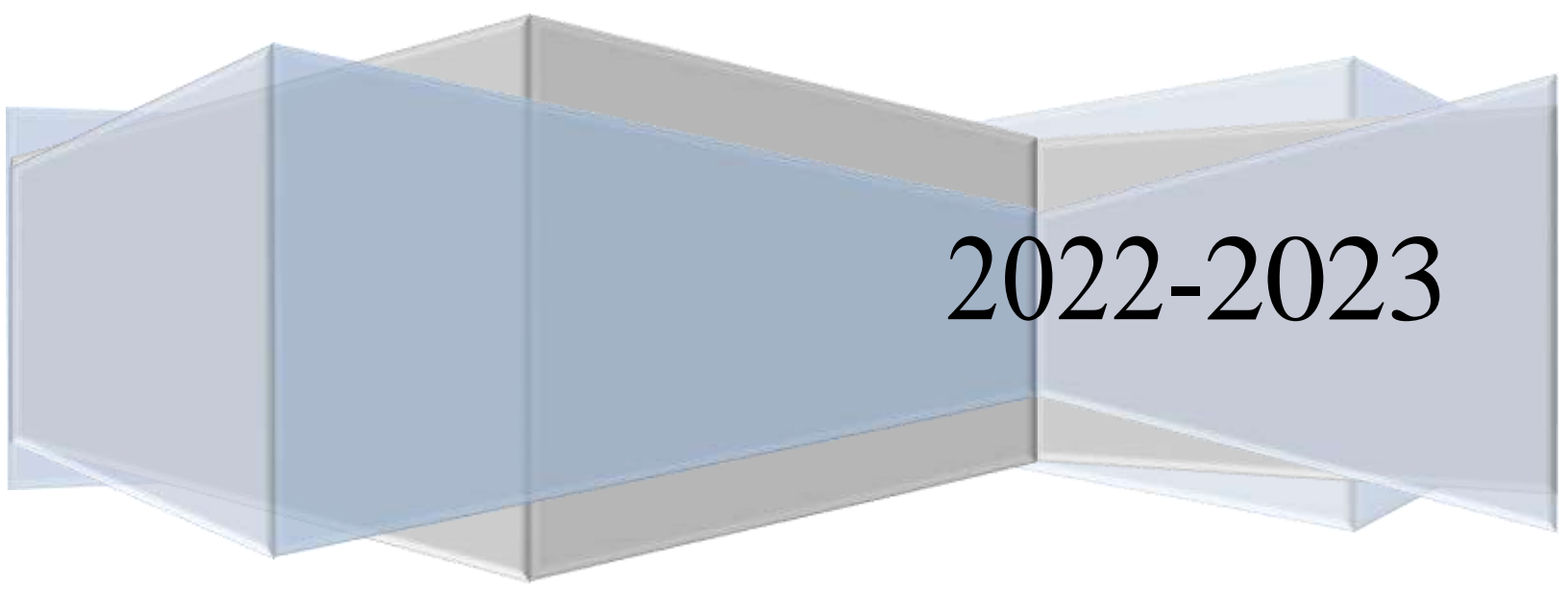


**Southern Illinois University**  
**Edwardsville**  
**CAEP**  
**Accountability Measures**



2022-2023

*Annual Reporting Measures Southern Illinois University Edwardsville  
School of Education, Health and Human Behavior  
Initial and Advanced Educator Preparation Programs  
2022-2023*

**CAEP Accountability Measures**

**Annual Reporting Outcome Measure 1 (Initial):**

*Completer Effectiveness & Impact*

ISBE Partnership in Educator Preparation (PEP) Data, Demonstrated Teaching Skills

The “Demonstrated Teaching Skills and Impact on K-12 students” data indicates the performance evaluations of candidates who have completed a program at SIUE and are currently employed in an Illinois Public School.

**These data are collected and reported by the state of Illinois. As of May 5, 2024, data for AY23 are not available. Data presented (2022) are most current available.**

**Initial Programs, Number and Percent in all Categories**

<b>Program</b>	<b>Total</b>	<b>Unsatisfactory # / %</b>	<b>Needs Improvement # / %</b>	<b>Proficient # / %</b>	<b>Excellent #/ %</b>
Elementary	28	0	0	17 / 61%	11 / 39%
Early Childhood	12	0	0	7 / 58%	5 / 42%
Special Education	11	0	1 / 9%	6 / 55%	4 / 36%
Secondary*	22	0	1 / 5%	12 / 55%	9 / 41%

\*Secondary combined totals for English, Mathematics, Political Science Music, Biology, Spanish, and History group sizes for individual programs are too small to maintain anonymity.

**Initial Programs, Proficient Percentage by Program Code (most recent eval)**

Elementary	100%
Early Childhood	100%
Special Education	91%
Secondary*	96%

\*Secondary combined totals for English, Mathematics, Music, Biology, History, Spanish, Political Science as group sizes for individual programs are too small to maintain anonymity.

**Annual Reporting Outcome Measure 2:**

*Satisfaction of employers and stakeholder involvement*

**Data for Employer Satisfaction for Measure 2 is currently under development. The EPP is in the process of surveying employers about all initial and advanced programs. Follow up focus groups will occur in Fall 2024.**

**Annual Reporting Outcome Measure 3 (Initial and Advanced):**

*Data on candidate competency at completion*

**Data from State licensure tests are reported as an indicator of candidate competency at completion. These data are collected and reported by the SIUE as part of the licensure process. Data presented are for AY 23.**

**State Licensure Test Results for Initial and Advanced Programs:**

<b>Program</b>	<b>Total tested</b>	<b>Passed # / %</b>	<b>Did not pass # / %</b>
Initial	133	122 / 92%	1 / 8%
Advanced	159	151 / 95%	8 / 5%

**State Licensure Test Results for Initial and Advanced Programs (broken down by program).**

**Initial**

<b>Program</b>	<b>Total Tested</b>	<b>Passed #/%</b>	<b>Did not pass #/%</b>
Early Childhood	25	22 / 88%	3 / 12%
Elementary	51	47 / 92%	4 / 8%
Special Education*	37	35 / 95%	2 / 5%
Secondary**	29	27 / 93%	2 / 7%

\* Combined total test of Special Education and MAT

\*\* Combined total tested for content areas Theater, English, Music, Biology, Chemistry, Geography, History, Political Science, French, Spanish

**Advanced**

<b>Program</b>	<b>Total Tested</b>	<b>Passed #/%</b>	<b>Did not pass #/%</b>
Principal: 195	75	73 / 97%	2 / 3%
Principal: 196	71	65 / 92%	6 / 8%
Superintendent	5	Low N	Low N
School Psychology	8	Low N	Low N

**Annual Reporting Outcome Measure 4:**

*Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)*

ISBE Educator Preparation Profiles, Placement Data

**These data are collected and reported by the state of Illinois through the Illinois Educator Preparation Profiles. Data presented is for AY23**

**Initial Programs: Contribution to State Need, General**

<b>Program</b>	<b>Total</b>	<b>Placed # / %</b>	<b>Not Placed # / %</b>
Elementary	54	37 / 69%	17 / 31%
Early Childhood	22	16 / 73%	6 / 27%
Special Education	16	14 / 88%	2 / 13%
Secondary*	51	32 / 63%	19 / 37%

\*Secondary combined totals for English, Theater, History, Chemistry, Political Science, Mathematics, Music, Biology, and Spanish

**Initial Programs: Contribution to State Need, High Needs Districts**

<b>Program</b>	<b>Total</b>	<b>High Needs # / %</b>	<b>Not High Needs # / %</b>
Elementary	37	28 / 76%	9 / 24%
Early Childhood	16	14 / 88%	2 / 13%
Special Education	14	10 / 71%	4 / 29%

Secondary*	32	25 / 78%	7 / 22%
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\*Secondary combined totals for History, Mathematics, English, Spanish, Music, Biology, Political Science

## Annual Reporting Outcome Measure 4, Continued:

### Advanced Programs: Contribution to State Needs, General

Program	Total	Placed #/ %	Not Placed # / %
Principal	21	19 / 90%	2 / 10%
Superintendent	4	4 / 100%	0
School Psychology	5	4 / 80%	1 / 20%

### Advanced Programs: Contribution to State Needs, High Needs Districts

Program	Total	High Needs / %	Not High Needs / %
Principal	19	13 / 68%	6 / 32%
Superintendent	4	4 / 100%	0
School Psychology	4	1 / 25%	3 / 75%

ISBE Program Codes are listed below.

#### **Considerations:**

- ISBE only collects employment data from the state's public schools (including charter schools). Completers employed in a non-public or out-of-state school are not included in this report.
- Employment is inclusive of all educational (Teaching, Administrative and School Support Personnel) roles requiring a state educator license categorized by program (excluding substitute teachers). Each year, school districts report in the fall all licensed personnel in the Employment Information System (EIS). EIS data will be updated for the 2019 school year in October 2019.

