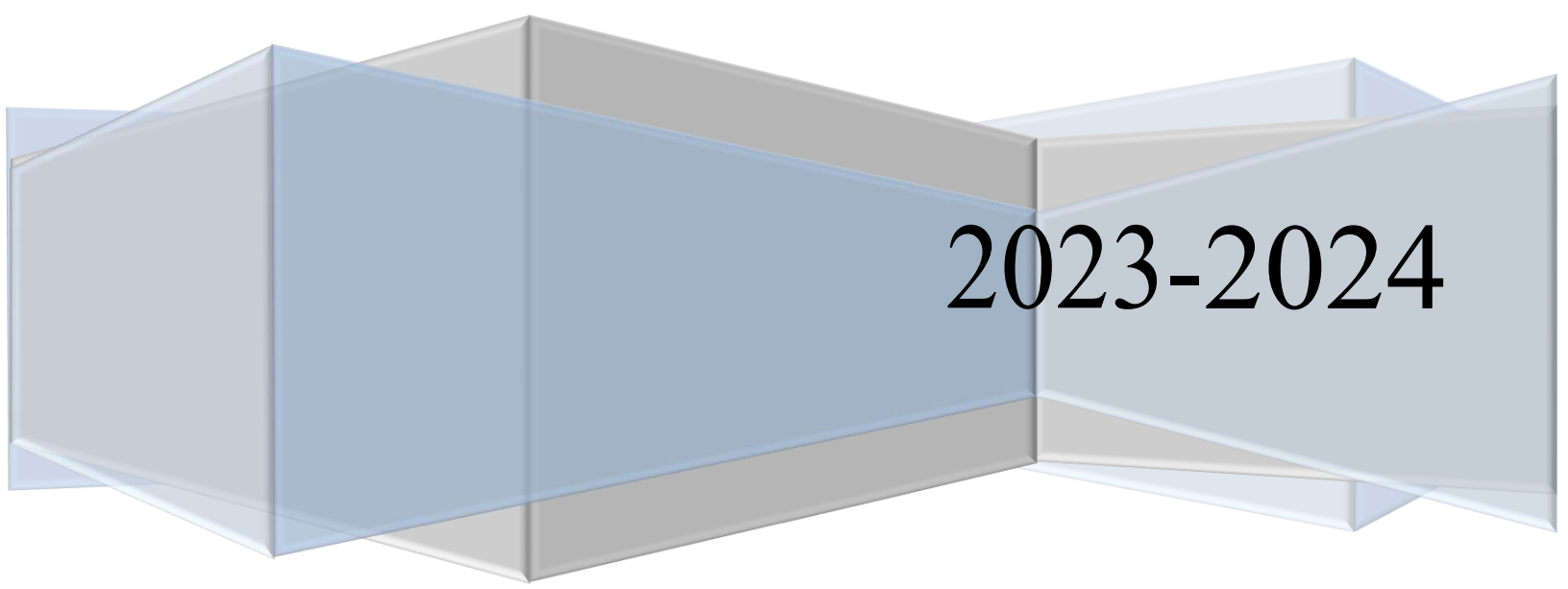


Southern Illinois University
Edwardsville
CAEP
Accountability Measures



2023-2024

*Annual Reporting Measures Southern Illinois University Edwardsville
School of Education, Health and Human Behavior
Initial and Advanced Educator Preparation Programs
2023-2024*

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. Data presented (2023) are most current available, viewed April 15, 2024.

Initial Programs, Number and Percent in all Categories

Program	Total	Unsatisfactory # /%	Needs Improvement # / %	Proficient #/ %	Excellent #/ %
Elementary	42	0	1 /2%	25 /60%	16 /38%
Early Childhood	12	0	0	10 /83%	2 /17%
Special Education	19	1 /5%	0	9 /47%	9 /47%
Secondary*	20	0	1 /5%	12 /60%	7 /35%

*Secondary combined totals for English, Math, Music, Biology, Chemistry, Spanish, History and Art group sizes for individual programs are too small to maintain anonymity.

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

Elementary	97.3%
Early Childhood	100%
Special Education	93.8%
Secondary*	98.6%

*Secondary combined totals for Math, Music, Biology, Chemistry, Spanish, History, and Art as group sizes for individual programs are too small to maintain anonymity.

Annual Reporting Outcome Measure 2:

Satisfaction of employers and stakeholder involvement

Data from employers interviewed in 2025:

Initial

Areas of strength

- Planning for Instruction (InTASC #7)
- Content Knowledge (InTASC #4)
- Professional Learning and Ethical Practice (InTASC #9)

Opportunities to Growth

- Assessment (InTASC #6)
- Learning Differences (InTASC #2)

Advanced

Areas of Strength

- Applications of data literacy
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments

Opportunities for Growth

- Applications of Technology for field of specialization

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 24.

State Licensure Test Results for Initial and Advanced Programs:

Program	Total tested	Passed # / %	Did not pass #/ %
Initial	205	189 /92%	16 /8%
Advanced	167	158 /95%	9 /5%

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

Program	Total Tested	Passed #/%	Did not pass #/%
Early Childhood	34	31 /91%	3 /9%
Elementary	73	68 /93%	5 /7%
Special Education*	31	31 /100%	0
Secondary**	67	59 /88%	8 /12%

* Combined total test of Special Education and MAT

** Combined total tested for content areas Theater, English, Math, Music, Biology, Chemistry, History, Policial Science, Art, French, German, and Spanish.

Advanced

Program	Total Tested	Passed #/%	Did not pass #/%
Principal: 195	77	75 /97%	2 /3%
Principal: 196	77	70 /91%	7 /9%
Superintendent	6	Low N	Low N
School Psychology	7	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 AY24

Initial Programs: Contribution to State Need, General

Program	Total	Placed # / %	Not Placed #/ %
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Elementary	56	46 /82%	10 /18%
Early Childhood	24	17 /71%	7 /29%
Special Education	19	19 /100%	0
Secondary*	35	23 /66%	12 /34%

*Secondary combined totals for History, English, Theater, Math, Music, Biology, Art, Chemistry, and Spanish.

Initial Programs: Contribution to State Need, High Needs Districts

Program	Total	High Needs #/ %	Not High Needs #/ %
Elementary	46	35 /76%	11 /24%
Early Childhood	17	14 /82%	3 /18%
Special Education	19	13 /68%	6 /32%
Secondary*	23	20 /87%	3 /13%

*Secondary combined totals for English, Math, Music, History, Spanish, Biology, Chemistry, and Art.

Annual Reporting Outcome Measure 4, Continued:

Advanced Programs: Contribution to State Needs, General

Program	Total	Placed #/ %	Not Placed # / %
Principal	36	29 /81%	7 /19%
Superintendent	1	1 /100%	0
School Psychology	8	7 /88%	1 /13%

Advanced Programs: Contribution to State Needs, High Needs Districts

Program	Total	High Needs / %	Not High Needs / %
Principal	29	18 /62%	11 /38%
Superintendent	1	1 /100%	0
School Psychology	7	4 /57%	3 /43%

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.

