

CAEP Accountability Measures

Measure 1: Completer Impact and Effectiveness

The Indiana Department of Education collects teacher effectiveness ratings for teachers with at least one year of experience.

2021-2022 School Year Data

99% of IU Kokomo graduates with between 1 and 3 years of experience were rated effective or highly effective during the 2019-2020 Academic Year

Criteria	Teachers with 1 year of experience	Teachers with 2 years of experience	Teachers with 3 years of experience	Total
Number Effective	14	5	24	43
Percent Effective	70%	33.3%	46.2%	49.4%
Number Highly Effective	6	9	28	43
Percent Highly Effective	30%	60%	53.8%	45%
Number Effective & Highly Effective	20	14	52	86
Percent Effective & Highly Effective	100%	93.3%	100%	99%

2020-2021 School Year Data

98% of IU Kokomo graduates with between 1 and 3 years of experience were rated effective or highly effective during the 2019-2020 Academic Year

Criteria	Teachers with 1 year of experience	Teachers with 2 years of experience	Teachers with 3 years of experience	Total
Number Effective	14	5	13	32
Percent Effective	77.8%	33.3%	48.1%	53.3%
Number Highly Effective	4	9	14	27
Percent Highly Effective	22.2%	60%	51.9%	45%
Number Effective & Highly Effective	18	14	18	59
Percent Effective & Highly Effective	100%	93.3%	100%	98.3%

2019-2020 School Year Data

97% of IU Kokomo graduates with between 1 and 3 years of experience were rated effective or highly effective during the 2019-2020 Academic Year

Criteria	Teachers with 1 year of experience	Teachers with 2 years of experience	Teachers with 3 years of experience	Total
Number Effective	10	26	14	50
Percent Effective	52.6%	83.9%	77.8%	73.5%
Number Highly Effective	7	5	4	16
Percent Highly Effective	41.2%	16.1%	22.2%	23.5%
Number Effective & Highly Effective	17	31	18	66
Percent Effective & Highly Effective	86.5%	100%	100%	97%

Measure 2: Satisfaction of Employers and Stakeholder Involvement

The Indiana Department of Education conducts an annual survey of principals supervising first and second-year teachers who completed teacher preparation programs in Indiana. Principals respond to statements regarding teachers' preparation in three domains (knowledge, disposition, and performance) reflecting the elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC).

2021-2022 School Year Data

For Academic Year 2021-2022, the principals for 22 IU Kokomo program completers provided an overall assessment of satisfaction with the training that the teachers received from IU Kokomo. The principals for **91%** (N=20) of the teachers were "satisfied" or "very satisfied" with the training their teachers received from IU Kokomo.

2020-2021 School Year Data

For Academic Year 2020-2021, the principals for 19 IU Kokomo program completers provided an overall assessment of satisfaction with the training that the teachers received from IU Kokomo. The principals for **100%** (N=19) of the teachers were "satisfied" or "very satisfied" with the training their teachers received from IU Kokomo.

2019-2020 School Year Data

For Academic Year 2019-2020, the principals for 15 IU Kokomo program completers provided an overall assessment of satisfaction with the training that the teachers received from IU Kokomo. The principals for **95%** (N=19) of the teachers were "satisfied" or "very satisfied" with the training their teachers received from IU Kokomo.

Measure 3: Candidate Competency at Program Completion

2021-2022 School Year Data

There were 34 program completers from the traditional education program at IU Kokomo during the 2020-2021 Academic Year, 74% met licensing requirements. There were 2 program completers from the alternative education program at IU Kokomo during the 2020-2021 academic year, 50% met licensing requirements.

2020-2021 School Year Data

There were 34 program completers from the traditional education program at IU Kokomo during the 2020-2021 Academic Year, 74% met licensing requirements. There were 11 program completers from the alternative education program at IU Kokomo during the 2020-2021 academic year, 55% met licensing requirements.

2019-2020 School Year Data

There were 30 program completers from the traditional education program at IU Kokomo during the 2019-2020 Academic Year, 73% met licensing requirements. There were 7 program completers from the alternative education program at IU Kokomo during the 2019-2020 academic year, 86% met licensing requirements.

Measure 4: Ability of Completers to be Hired in Education Positions

Out of 36 program completers during the 2021-2022 academic year, 29 (81%) have completed all required licensing exams, and 28 (78%) are known to have been teaching in Indiana during the 2022-2023 school year.

Out of 36 program completers during the 2020-2021 academic year, 24 (67%) have completed all required licensing exams, and 16 (44%) are known to have been teaching in Indiana during the 2021-2022 school year.

Out of 37 program completers during the 2019-2020 academic year, 27 (73%) were teaching in Indiana during the 2020-2021 school year.

Additional State Reporting Requirements

Indiana Educator Preparation Programs are required to submit and post the following data regarding teacher preparation programs and candidates.

1. The attrition, retention, and completion rates of teacher candidates for the previous 3 calendar years.

Criteria	2019-2020	2020-2021	2021-2022
Number of Education Candidates	135	137	123
Number of Graduates	37	34	40
Percent Graduated	27%	25%	32.5%
Number Retained in Education	93	102	64
Percent Retained	69%	74%	52%
Program Attrition	1	1	18
Percent Program Attrition	1%	<1%	14.6%
Institutional Attrition	4	6	1
Percent Institutional Attrition	4%	5	0.8%

2. The number of teacher candidates in each content area who complete the teacher preparation program, disaggregated by ranges of cumulative grade point averages (GPA).

Grade Point Average Ranges	0.01-1.99	2.00-2.49	2.50-2.99	3.0-4.0
Elementary Generalist (K-6)	0	0	1	10
Exceptional Needs-Mild Intervention	Fewer than 10 candidates, data not provided to maintain anonymity			
Early Childhood Education	Fewer than 10 candidates, data not provided to maintain anonymity			
Language Arts (5-12)	Fewer than 10 candidates, data not provided to maintain anonymity			
Science - Earth/Space Science (5-12)	Fewer than 10 candidates, data not provided to maintain anonymity			
Science - Life Science (5-12)	Fewer than 10 candidates, data not provided to maintain anonymity			
Social Studies -Historical Perspectives (5-12)	Fewer than 10 candidates, data not provided to maintain anonymity			
Fine Arts - Visual Arts	Fewer than 10 candidates, data not provided to maintain anonymity			

Please note, the School of Education has been accredited since its inception in 1954 with the recent re-accreditation in spring 2017. Our programs are designed to meet the State of Indiana REPA Standards, Interstate New Teacher Assessment and Support Consortium (INTASC) standards, relevant Specialized Professional Association (SPA) standards, and the Council for Accreditation of Educator Preparation (CAEP) standards. The Indiana University Kokomo School of Education is accredited by CAEP for a period of seven years from spring 2017 to spring 2024. This accreditation does not include individual education courses offered to P-12 educators for professional development, re-licensure, or other purposes. All licensure programs have been approved by the State of Indiana.

The pass rate on licensing exams is reported on the [Indiana Department of Education's website](#).

IU Kokomo Programs Reviewed During the CAEP Accreditation Process

- Elementary Education
- Special Education
- Secondary Social Studies Education
- Secondary Science Education
- Secondary Mathematics Education
- K-12 Fine Arts: Visual Arts