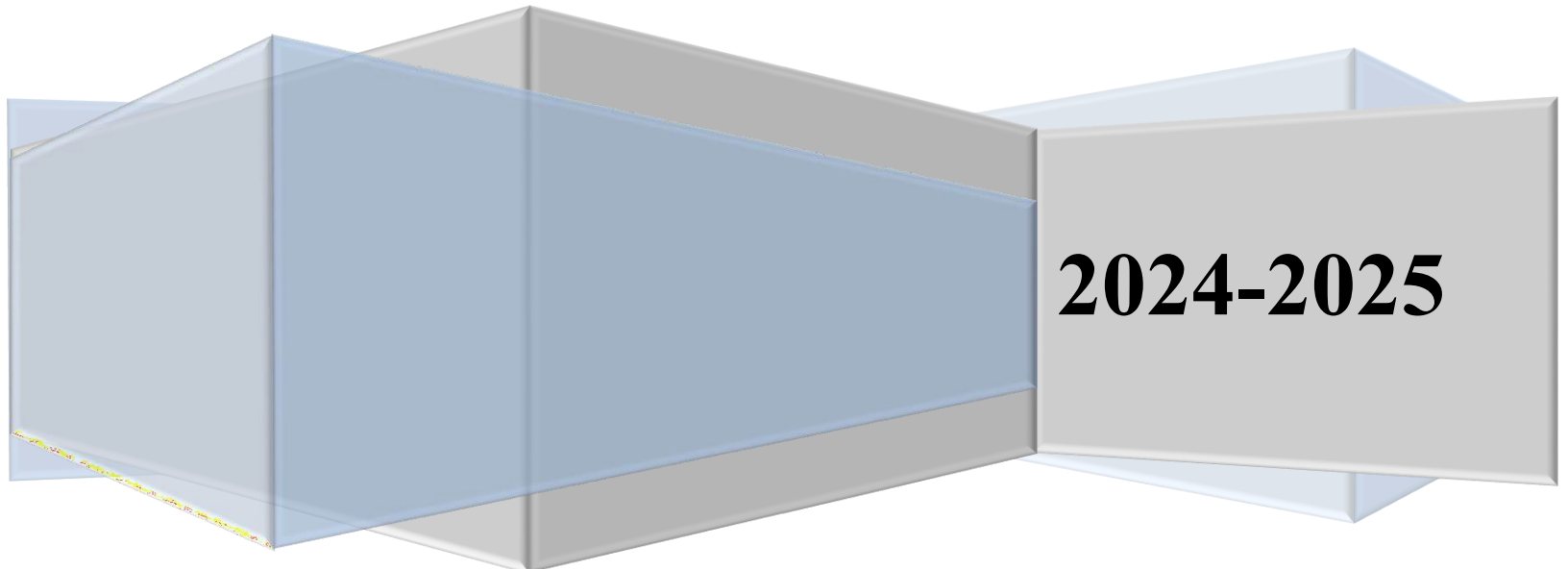


**Southern Illinois University**  
**Edwardsville**  
**CAEP**  
**Accountability Measures**



**2024-2025**

*Annual Reporting Measures Southern Illinois University Edwardsville  
School of Education, Health and Human Behavior  
Initial and Advanced Educator Preparation Programs  
2024-2025*

**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 (2025) are most current available, viewed March 2026.**

**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	38	0	1 /3%	18 /47%	19 /50%
Early Childhood	18	1 /6%	1/6%	15 /83%	1 /6%
Special Education	13	0	1 /7%	10 /78%	2 /15%
Secondary*	15	0	2 /13%	8 /53%	5 /33%

\*Secondary combined totals for English, Music, 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	97.4%
Early Childhood	88.9%
Special Education	92.3%
Secondary*	95.8

\*Secondary combined totals for English, Music, 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 2026:

#### Initial

Q1: Do SIUE graduates develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being?

Q2: Do SIUE graduates participate in professional dialogue and continuous learning to support their own development as a learner and a teacher?

Q3: Do SIUE graduates appropriately use a variety of formal and informal assessments, to evaluate the understanding, progress, and performance of the individual student, and the class as a whole?

Q4: Do SIUE graduates use a variety of instructional strategies, including technology, to encourage diverse students' development of critical thinking, problem solving, and performance skill?

Q5: Do SIUE graduates use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication?

Q6: Do SIUE graduates create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation?

Q7: Do SIUE graduates create short-range and long-term instructional plans to achieve expectations for student learning?

	N/A	Poor	Acceptable	Good	Very Good
Q1	4/ 17%	1/ 4%	3/ 13%	12/ 52%	3/ 13%
Q2	2/ 9%	0	4/ 17%	12/ 52%	5/ 22%
Q3	5/ 22%	1/ 4%	5/ 22%	8/ 35%	4/ 17%
Q4	3/ 13%	0	4/ 17%	11/ 48%	5/ 22%
Q5	2/ 9%	0	4/ 17%	13/ 57%	4/ 17%
Q6*	3/ 14%	0	2/ 9%	10/ 45%	7/ 32%
Q7	6/ 26%	0	3/ 13%	12/ 52%	2/ 9%

N=23

\* 22 replies

N/A=Did not have enough information

#### Advanced

##### Areas of Strength

Students show a strong work ethic and commitment.

Students show the use of data and technology through MTSS, Curriculum, and Action Research, as well as success and collaboration through PLCs.

##### Opportunities for Growth

Students show unpreparedness and need for improvement in classroom management and behavior.

## 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 25.**

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

Program	Total tested	Passed # / %
Initial	213	179 /84%
Advanced	157	152 /97%

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

**Initial (represents best attempt during AY25)**

Program	Total Tested	Passed #/%	State Pass Rate%
Early Childhood	32	26 /81%	75%
Elementary	104	86 /83%	81%
Special Education*	26	22 /85%	93%
Secondary** Total	52	46 /88%	
Theater	5	4 /80%	75%
English	9	9 /100%	82%
Mathematics	4	4 /100%	76%
Music	4	4 /100%	91%
Biology	3	2 /67%	78%
Chemistry	5	4 /80%	83%
Geography	1	1 /100%	87%
History	17	15 /88%	81%
Spanish	1	1 /100%	93%
Art	3	3 /100%	97%

\* Combined total test of Special Education and MAT

\*\* Combined total tested for content areas Theater, English, Math, Music, Biology, Chemistry, Geography, History, Spanish, and Art

**Advanced**

Program	Total Tested	Passed #/%	State Pass Rate%
Principal: 195	70	70 /100%	97%
Principal: 196	74	69 /93%	90%
Superintendent	4	4 /100%	91%
School Psychology	9	9 /100%	92%

## 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 AY25**

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

<b>Program</b>	<b>Total</b>	<b>Placed # / %</b>	<b>Not Placed # / %</b>
Elementary	61	43 /70%	18 /30%
Early Childhood	27	20 /74%	7 /26%
Special Education	16	14 /88%	2 /13%
Secondary*	40	27 /68%	13 /33%

\*Secondary combined totals for Theater, English, Art, French, Math, Chemistry, History, Music, 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	43	33 /77%	10 /23%
Early Childhood	20	18 /90%	2 /10%
Special Education	14	12 /86%	2 /14%
Secondary*	18	12 /67%	6 /33%

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

## Annual Reporting Outcome Measure 4, Continued:

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

Program	Total	Placed #/ %	Not Placed # / %
Principal	80	71 /89%	9 /11%
Superintendent	6	6 /100%	0
School Psychology	10	8 /80%	2 /20%

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

Program	Total	High Needs / %	Not High Needs / %
Principal	71	43 /61%	28 /39%
Superintendent	6	1 /17%	5 /83%
School Psychology	8	3 /38%	5 /63%

BE 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.