



The Education Trust–New York

The First Frontier of Equity and Educator Equity Snapshots: **Technical Appendix**

Unless otherwise noted, all data findings are based on The Education Trust–New York’s analysis of unpublished data provided by the New York State Education Department (NYSED) on individuals who completed an educator preparation program in New York State and received an Initial certification.

As described below, employment data, also provided by NYSED, is limited to part-time (PT) and full-time (FT) “teachers of record” employed in a New York State (NYS) public school (district-run, charter, or BOCES) at any point during the academic years in question.

Institutions in the “Educator Equity Snapshot” data tool:

The NYSED data includes program completers from a total of 115 educator preparation institutions including: 84 private not-for-profit institutions, 18 State University of New York (SUNY) institutions, 10 City University of New York (CUNY) institutions, and 3 private for-profit institutions. However, 9 educator preparation institutions (7 private not-for-profit, 1 SUNY, and 1 CUNY) are not included as part of the data universe due to the following considerations:

- 8 educator preparation institutions (6 private not-for-profit, 1 SUNY, and 1 CUNY) are excluded from the data universe due to campus/educator preparation program closures and mergers; these institutions are likewise excluded from the statewide, regional, and sector-level aggregates found in the tool.
- 1 educator preparation institution (private not-for-profit) is excluded from the data universe due to the institution’s lack of eligible program completers; this institution is likewise excluded from the statewide, regional, and sector-level aggregates found in the tool.

In addition, based on institutional feedback, the data for 4 pairs of institutions were combined into 4 single snapshots and are included in the tool under the following institutional names:

- Mercy College (includes combined data from Mercy College-Bronx Campus and Mercy College);
- Pace University (includes combined data from Pace University-New York and Pace University-Pleasantville);
- St. John’s University (includes combined data from St John’s University-New York and St John’s University-Staten Island); and
- SUNY College at Plattsburgh (includes combined data from SUC at Plattsburgh-ACC and SUNY College at Plattsburgh).

The total number of institutions in the universe is therefore 102. Of those 102 institutions, 73 (72%) are included in the data tool and generate their own institutional-level snapshot. As noted in the tool, the snapshots of the remaining 29 educator preparation institutions are not generated due to insufficient

data across all data visuals to inform an institutional-level profile. However, where applicable, these institutions are included in statewide, regional, and sector-level aggregates. Private for-profit institutions are not included in a sector aggregate – but are included in regional and statewide aggregates. Please see this [link](#) for more information on which institutions are included in specific analyses.

Are institutions preparing a diverse teacher workforce?

Bachelor's Degree Completers:

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2017, completions component available at: <https://nces.ed.gov/ipeds/use-the-data>.

Notes: Analysis includes 2016 (reporting period is for July 1, 2015 to June 30, 2016) final data on awards/degrees conferred by program, award level (Bachelor's), race/ethnicity, and gender for first and second majors. Race/ethnicity data in the snapshots represent the following IPEDS categories:

- “Amer. Indian” – the IPEDS American Indian or Alaska Native category;
- “Asian/Native Hawaiian or OPI” – combines the IPEDS Asian and Native Hawaiian or Other Pacific Islander (OPI) racial categories;
- “Black” – the IPEDS Black or African American category;
- “International/Other/Unknown” – combines the IPEDS Nonresident alien (for whom race and ethnicity is not reported), and race and ethnicity unknown categories;
- “Latinx” – the IPEDS Hispanic or Latino (regardless of race) ethnic category;
- “Multiracial” – the IPEDS two or more races category; and
- “White” – the IPEDS White category.

For more information on IPEDS racial/ethnic categories please visit this [link](#).

The analysis is limited to education program completers (irrespective of certification status), and excludes the following 2010 Classification of Instruction Programs (CIP) subcategories:

- Curriculum and Instruction;
- Educational Administration and Supervision;
- Educational/Instructional Media Design;
- Educational Assessment, Evaluation, and Research;
- International and Comparative Education;
- Social and Philosophical Foundations of Education;
- Student Counseling and Personnel Services; and
- Teaching Assistants/Aides.

Universe and Exclusions: In total, the data tool includes institutional-level data on Bachelor's completions for 48 (47%) institutions. Institutions were excluded from the tool due to the following considerations:

- IPEDS did not report 2016 program completion data for 5 institutions.

- 24 institutions were included in the 2016 Bachelor’s program completion IPEDS data, but did not have any eligible 2016 Bachelor’s program completions.
- An additional 24 institutions were included in the 2016 program completion IPEDS data, but (1) did not meet the n-size threshold ($n \geq 20$) for number of total 2016 program completions, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.
- Based on institutional feedback, Bachelor’s completions data for SUNY Empire State College are excluded from institutional, regional, sector, and statewide snapshots.

Finally, data for Pace University is excluded from regional aggregates because IPEDS only reports combined data for the institution’s multiple campuses (which are located in different regions). Please see this [link](#) for more information on which institutions are included in specific analyses.

Master’s Degree Completers:

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2017, Completions component available at: <https://nces.ed.gov/ipeds/use-the-data>.

IPEDS data for Relay Graduate School of Education Master’s completions reflected an aggregate of all active Relay campuses (including those located outside of New York State). As such, Relay provided New York State-specific data on completions for inclusion in the data tool and aggregates.

Notes: Analysis includes 2016 (reporting period is for July 1, 2015 to June 30, 2016) final data on awards/degrees conferred by program, award level (Master’s), race/ethnicity, and gender for first and second majors. Race/ethnicity data in the snapshots represent the following IPEDS categories:

- “Amer. Indian” – the IPEDS American Indian or Alaska Native category;
- “Asian/Native Hawaiian or OPI” – combines the IPEDS Asian and Native Hawaiian or Other Pacific Islander (OPI) racial categories;
- “Black” – the IPEDS Black or African American category;
- “International/Other/Unknown” – combines the IPEDS Nonresident alien (for whom race and ethnicity is not reported), and race and ethnicity unknown categories;
- “Latinx” – the IPEDS Hispanic or Latino (regardless of race) ethnic category;
- “Multiracial” – the IPEDS two or more races category; and
- “White” – the IPEDS White category.

For more information on IPEDS racial/ethnic categories please visit this [link](#).

Analysis is limited to education program completers (irrespective of certification status), and excludes the following 2010 Classification of Instruction Programs (CIP) subcategories:

- Curriculum and Instruction;
- Educational Administration and Supervision;
- Educational/Instructional Media Design;
- Educational Assessment, Evaluation, and Research;
- International and Comparative Education;

- Social and Philosophical Foundations of Education;
- Student Counseling and Personnel Services; and
- Teaching Assistants/Aides.

Universe and Exclusions: In total, the data tool includes institutional-level data on Master’s completions for 64 (63%) institutions. Institutions were excluded from the tool due to the following considerations:

- IPEDS did not report 2016 program completion data for 5 institutions.
- 14 institutions were included in the 2016 Master’s program completion IPEDS data, but did not have any eligible 2016 Master’s program completions.
- An additional 19 institutions were included in the 2016 program completion IPEDS data, but (1) did not meet the n-size threshold ($n \geq 20$) for number of total 2016 program completions, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Based on institutional feedback, Master’s completions data for SUNY Empire State College were not included in any regional snapshots. Finally, Data for Mercy College and Pace University were also excluded from regional aggregates because IPEDS only reports combined data for the institutions’ multiple campuses (which are located in different regions). Please see this [link](#) for more information on which institutions are included in specific analyses.

Bachelor’s Fall Enrollment:

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), spring 2017, fall enrollment component available at: <https://nces.ed.gov/ipeds/use-the-data>.

Notes: Analysis includes fall 2016 (reporting period is for October 2016) final data on major field of study, attendance status (includes PT/FT students), level of student (undergraduate), and race/ethnicity for 4-year institutions. Race/ethnicity data in the snapshots represent the following IPEDS categories:

- “Asian/Native Hawaiian or OPI” – combines the IPEDS Asian and Native Hawaiian or Other Pacific Islander (OPI) racial categories;
- “Black” – the IPEDS Black or African American category;
- “Latinx” – the IPEDS Hispanic or Latino (regardless of race) ethnic category; and
- “White” – the IPEDS White category.

The analysis is limited to these four racial/ethnic categories because they represent an overwhelming majority of New York State enrollment in Bachelor’s education programs (91%) and of Bachelor’s education program completions (89%). For more information on IPEDS racial/ethnic categories please visit this [link](#).

Analysis is limited to education programs – exclusions could not be made based on sub-categories.

Universe and Exclusions: In total, the data tool includes institutional-level data on Bachelor’s fall 2016 enrollment for 56 (55%) institutions. Institutions were excluded from the tool due to the following considerations:

- IPEDS did not report fall 2016 enrollment data for 5 institutions.
- 20 institutions were included in the fall 2016 enrollment IPEDS data, but did not have any eligible fall 2016 Bachelor's student enrollment.
- An additional 19 institutions were included in the fall 2016 enrollment IPEDS data, but (1) did not meet the n-size threshold ($n \geq 20$) for number of total Bachelor's students enrolled, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.
- Based on institutional feedback, fall 2016 Bachelor's enrollment data for SUNY Empire State College and Relay Graduate school of education were excluded from any institutional, regional, sector and statewide aggregates.

Finally, data for Pace University is excluded from regional aggregates because IPEDS only reports combined data for the institution's multiple campuses (which are located in different regions). Please see this [link](#) for more information on which institutions are included in specific analyses.

Master's Fall Enrollment:

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), spring 2017, fall enrollment component available at: <https://nces.ed.gov/ipeds/use-the-data>.

Notes: Analysis includes fall 2016 (reporting period is for October 2016) final data on major field of study, attendance status (includes PT/FT students), level of student (graduate), and race/ethnicity for 4-year institutions. Race/ethnicity data in the snapshots represent the following IPEDS categories:

- "Asian/Native Hawaiian or OPI" – combines the IPEDS Asian and Native Hawaiian or Other Pacific Islander (OPI) racial categories;
- "Black" – the IPEDS Black or African American category;
- "Latinx" – the IPEDS Hispanic or Latino (regardless of race) ethnic category; and
- "White" – the IPEDS White category.

The analysis is limited to these four racial/ethnic categories because they represent an overwhelming majority of New York State enrollment in Master's education programs (86%) and of Master's education program completions (88%). For more information on IPEDS racial/ethnic categories please visit this [link](#).

Analysis is limited to education programs – exclusions could not be made based on sub-categories.

Universe and Exclusions: In total, the data tool includes institutional-level data on Master's fall 2016 enrollment for 66 (65%) institutions. Institutions were excluded from the tool due to the following considerations:

- IPEDS did not report fall 2016 enrollment data for 5 institutions.
- 13 institutions were included in the fall 2016 enrollment IPEDS data, but did not have any eligible fall 2016 Master's student enrollment.
- An additional 18 institutions were included in the fall 2016 enrollment IPEDS data, but (1) did not meet the n-size threshold ($n \geq 20$) for number of total Master's students enrolled, or (2)

met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Finally, based on institutional feedback, fall 2016 Master's enrollment data for SUNY Empire State College was not included in any regional snapshot. Data for Mercy College and Pace University were also excluded from regional aggregates because IPEDS only reports combined data for the institutions' multiple campuses (which are located in different regions). Please see this [link](#) for more information on which institutions are included in specific analyses.

Are program completers employed in NYS public schools after graduation?

Bachelor's Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2015 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2016-17 academic year.

Notes: Employment data captures PT/FT "teachers of record" employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2016-17 academic year. Employment data does not include as "employed in NYS public schools" those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching. Analysis is limited to 2015 Bachelor's program completers who received an Initial certification. Except for Childhood Education (Grades 1-6) and Early Childhood Education (Birth-Grade 2), certification subject areas are recoded based on broader subject areas consistent with the October 2014 Strategic Data Partnership (SDP) Human Capital Diagnostic that can be found [here](#). Data is only reported for certification areas that meet the n-size threshold ($n \geq 20$) for number of program completers with an Initial certification. Educator counts are unique by institution and certification area (an educator with multiple Initial certifications in different certification areas is counted once in each certification area), and the "overall" counts are unique by educator (reflect non-duplicated counts).

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their teacher certification (#1 above, excluding #2-#4). Statewide, the total number of 2015 Bachelor's program completers who received an Initial certification in the unpublished data is 3,328, all of whom are reflected in the statewide aggregates. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved

teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded two Initial certification subject areas from the analysis: Speech and Language Disabilities and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the employment of 2015 Bachelor's program completers for 42 (41%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 27 institutions did not have any eligible 2015 program completers.
- An additional 33 institutions had eligible 2015 program completers, but did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Master's Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2015 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2016-17 academic year.

Notes: Employment data captures PT/FT “teachers of record” employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2016-17 academic year. Employment data does not include as “employed in NYS public schools” those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching. Analysis is limited to 2015 Master's program completers who received an Initial certification. Except for Childhood Education (Grades 1-6) and Early Childhood Education (Birth-Grade 2), certification subject areas are recoded based on broader subject areas consistent with the October 2014 (SDP) Human Capital Diagnostic that can be found [here](#). Data is only reported for certification areas that meet the n-size threshold ($n \geq 20$) for number of program completers with an Initial certification. Educator counts are unique by institution and certification area (an educator with multiple Initial certifications in different certification areas is counted once in each certification area), and the “overall” counts are unique by educator (reflect non-duplicated counts).

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their teacher certification (#1 above, excluding #2-#4). Statewide, the total number of 2015 Master's program completers with a certification included in the unpublished data is 9,058, of which 5,455 (60%) received

an Initial certification and are included in the statewide aggregates. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded three Initial certification subject areas from the analysis: Speech and Language Disabilities, School Building Leader, and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the employment of 2015 Master’s program completers for 52 (51%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 19 institutions did not have any eligible 2015 program completers.
- An additional 31 institutions had eligible 2015 program completers, but did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Finally, based on institutional feedback, Master’s data for SUNY Empire State College was not included in any regional snapshot. Please see this [link](#) for more information on which institutions are included in specific analyses.

Do program completers remain in NYS public classrooms?

Bachelor’s Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2012 and 2013 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2013-14, 2014-15, 2015-16, and 2016-17 academic years.

Notes: Employment data captures PT/FT “teachers of record” employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2013-14, 2014-15, 2015-16, and 2016-17 academic years. Employment data does not include as “employed in NYS public schools” those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching. Analysis is limited to 2012 and 2013 Bachelor’s program completers who received an Initial certification. Except for Childhood Education (Grades 1-6) and Early Childhood Education (Birth-Grade 2), certification subject areas are recoded based on broader subject areas consistent with the October 2014 Strategic Data Partnership (SDP) Human Capital Diagnostic that can be found [here](#). Data is only reported for certification areas that meet the n-size threshold ($n \geq 20$) for number of program completers with an Initial certification. Educator counts are unique by institution and certification area (an educator with multiple Initial certifications in different certification areas is counted once in each certification area), and the “overall” counts are unique by educator (reflect non-duplicated counts).

The analysis is based on a two-year weighted average:

- The number of 2012 Bachelor’s program completers with an Initial certification employed consecutively for three years (from the 2013-14 school year to the 2015-16 school year) + the number of 2013 Bachelor’s program completers with an Initial certification employed consecutively for three years (from the 2014-15 school year to the 2016-17 school year) divided by the number of 2012 and 2013 Bachelor’s program completers with an Initial certification.

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their teacher certification (#1 above, excluding #2-#4). Statewide, the total number of 2012 and 2013 Bachelor’s program completers with a certification included in the unpublished data is 12,524, of which 12,507 (>99%) received an Initial certification and are included in the statewide aggregates. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded two Initial certification subject areas from the analysis: Speech and Language Disabilities and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the retention of 2012 and 2013 Bachelor’s program completers for 56 (55%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 24 institutions did not have any eligible 2015 program completers.
- An additional 22 institutions had eligible 2012 and 2013 program completers, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Master’s Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2012 and 2013 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2013-14, 2014-15, 2015-16, and 2016-17 academic years.

Notes: Employment data captures PT/FT “teachers of record” employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2013-14, 2014-15, 2015-16, and 2016-17 academic years.

Employment data does not include as “employed in NYS public schools” those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching. Analysis is limited to 2012 and 2013 Master’s program completers who received an Initial certification. Except for Childhood Education (Grades 1-6) and Early Childhood Education (Birth-Grade 2), certification subject areas are recoded based on broader subject areas consistent with the October 2014 Strategic Data Partnership (SDP) Human Capital Diagnostic that can be found [here](#). Data is only reported for certification areas that meet the n-size threshold ($n \geq 20$) for number of program completers with an Initial certification. Educator counts are unique by institution and certification area (an educator with multiple Initial certifications in different certification areas is counted once in each certification area), and the “overall” counts are unique by educator (reflect non-duplicated counts).

The analysis is based on a two-year weighted average:

- The number of 2012 Master’s program completers with an Initial certification employed consecutively for three years (from the 2013-14 school year to the 2015-16 school year) + the number of 2013 Master’s program completers with an Initial certification employed consecutively for three years (from the 2014-15 school year to the 2016-17 school year) divided by the number of 2012 and 2013 Master’s program completers with an Initial certification.

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their teacher certification (#1 above, excluding #2-#4). Statewide, the total number of 2012 and 2013 Master’s program completers with a certification included in the unpublished data is 26,829, of which 16,608 (62%) received an Initial certification and are included in the statewide aggregates. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded three Initial certification subject areas from the analysis: Speech and Language Disabilities, School Building Leader, and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the retention of 2012 and 2013 Bachelor’s program completers for 67 (66%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 19 institutions did not have any eligible 2012 or 2013 program completers.
- An additional 16 institutions had eligible 2012 and 2013 program completers, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Finally, based on institutional feedback, Master's data for SUNY Empire State College was not included in any regional snapshot. Please see this [link](#) for more information on which institutions are included in specific analyses.

Where do program completers teach in New York State?

Bachelor's Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2012, 2013, 2014, and 2015 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2016-17 academic year.

Notes: Analysis is limited to 2012, 2013, 2014, and 2015 Bachelor's program completers who received an Initial certification and were employed in the 2016-17 academic year. Employment data captures PT/FT "teachers of record" employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2016-17 academic year. Educator counts reflect non-duplicated counts. Employment data does not include as "employed in NYS public schools" those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching.

Employment rate in the same region is calculated by:

- dividing the number of 2012, 2013, 2014, and 2015 program completers employed in a NYS public school located in the same region as their teacher preparation program in 2016-17 by the number of 2012, 2013, 2014, and 2015 program completers employed in a NYS public school.

The top 5 locations where program completers are employed is calculated by:

- dividing the number of 2012, 2013, 2014, and 2015 program completers employed in a public school in a specific NYS region and need/resource capacity category for the 2016-17 school year by the number of all 2012, 2013, 2014, & 2015 program completers employed in NYS public schools.

NYSED employment location data was limited to region and/or need/resource capacity categories. For information on which counties compose specific regions, please visit this [link](#) (note: for this analysis all Southern Tier regions/counties were collapsed into one umbrella category, "Southern Tier"). For information on New York State's need/resource capacity categories please visit this [link](#).

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their Initial teacher certification (#1 above, excluding #2-#4) and are employed in 2016-17. Statewide, the total number of 2012, 2013, 2014, and 2015 Bachelor's program completers with an Initial certification that were employed in 2016-17 included in the unpublished data is 9,359 of which 9,329 (>99%) are included in the statewide aggregates. Employed program completers with an Initial certification were excluded from the analysis when they were employed in more than one region in 2016-17 or when they were reported as Bachelor's program completers in two different years. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded two Initial certification subject areas from the analysis: Speech and Language Disabilities and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the employment location of 2012, 2013, 2014, and 2015 Bachelor's program completers for 53 (52%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 26 institutions did not have any eligible 2015 program completers.
- An additional 23 institutions had eligible 2012, 2013, 2014, and 2015 program completers, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Master's Degree Completers:

Source for teacher certification and program completion: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished TEACH data on educator certification for 2012, 2013, 2014, and 2015 program completers.

Source for teacher employment: New York State Education Department (NYSED), Information and Reporting Services, unpublished electronic Personnel Master File (ePMF) data on employment and employment location for the 2016-17 academic year.

Notes: Analysis is limited to 2012, 2013, 2014, and 2015 Master's program completers who received an Initial certification and were employed in the 2016-17 academic year. Employment data captures PT/FT "teachers of record" employed in a NYS public school (district-run, charter, or BOCES) at any point during the 2016-17 academic year. Educator counts reflect non-duplicated counts. Employment data does not include as "employed in NYS public schools" those program completers who are teaching in private schools, teaching out-of-state, or no longer teaching.

Employment rate in the same region is calculated by:

- dividing the number of 2012, 2013, 2014, and 2015 program completers employed in a NYS public school located in the same region as their teacher preparation program in 2016-17 by the number of 2012, 2013, 2014, and 2015 program completers employed in a NYS public school.

The top 5 locations where program completers are employed is calculated by:

- dividing the number of 2012, 2013, 2014, and 2015 program completers employed in a public school in a specific NYS region and need resource category for the 2016-17 school year by the number of all 2012, 2013, 2014, & 2015 program completers employed in NYS public schools.

NYSED employment location data was limited to region and/or need/resource capacity categories. For information on which counties compose specific regions, please visit this [link](#) (note: for this analysis all Southern Tier regions/counties were collapsed into one umbrella category, “Southern Tier”). For information on New York State’s need/resource capacity categories please visit this [link](#).

Universe and Exclusions: The unpublished data on program completers provided by NYSED includes data on:

1. program completers who have received their teacher certification;
2. program completers whose teacher certification application is under review;
3. program completers who have withdrawn their teacher certification application; and
4. program completers who been denied their teacher certification.

For the purpose of this analysis, we have only included program completers who have received their Initial teacher certification (#1 above, excluding #2-#4) and are employed in 2016-17. Statewide, the total number of 2012, 2013, 2014 and 2015 Master’s program completers with an Initial certification that were employed in 2016-17 included in the unpublished data is 15,394 of which 15,271 (99%) are included in the statewide aggregates. Employed program completers with an Initial certification were excluded from the analysis when they were employed in more than one region in 2016-17 or when they were reported as Master’s program completers in two different years. We focus on program completers who received an Initial certification – which is considered an entry-level certification in New York State – because these program completers have all received their pedagogical training through a New York State approved teacher program and reflect the standards New York State holds for all entry-level educators. In addition, we excluded three Initial certification subject areas from the analysis: Speech and Language Disabilities, School Building Leader, and Library Media Specialist, certification areas whose primary role is not classroom instruction.

In total, the data tool includes institutional-level data on the employment location of 2012, 2013, 2014, and 2015 Bachelor’s program completers for 66 (65%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 19 institutions did not have any eligible 2015 program completers.
- An additional 17 institutions had eligible 2012, 2013, 2014, and 2015 program completers, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program completers with an Initial certification, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional, sector, and statewide aggregates.

Finally, based on institutional feedback, Master’s data for SUNY Empire State College was not included in any regional snapshot, nor was the employment rate for program completers in the same region as SUNY Empire State College calculated. Furthermore, SUNY Empire State College program completers are excluded from the denominator when calculating the rate of statewide program completers employed in the same region.

Please see this [link](#) for more information on which institutions are included in specific analyses.

How well do program participants succeed in the classroom?

Bachelor's Degree Participants:

Source for Annual Professional Performance Review (APPR) data: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished 2014-15 and 2015-16 teacher evaluation data for 2011-12 through 2015-16 (where available) Bachelor's program participants.

Notes: Data includes teachers recommended for any teaching certificate by an approved teacher preparation institution and a teacher evaluation during the 2014-15 and/or the 2015-16 academic year. NYSED suppressed institutional-level data when the number of Bachelor's program participants evaluated was less than five. Counts are unique by educator and institution and some double-counting may occur. At the statewide level, the data provided by NYSED was unduplicated and did not require suppression. Calculations reflect two-year weighted average of 2014-15 and 2015-16 evaluations.

Universe and Exclusions: In total, the data tool includes institutional-level data on APPR evaluation for Bachelor's program participants from 2011-12 through 2015-16 for 54 (53%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 33 institutions did not have any eligible 2011-12 through 2015-16 program participants evaluated in 2014-15 or 2015-16.
- An additional 15 institutions had eligible 2011-12 through 2015-16 program participants with an APPR evaluation, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program participants with an APPR evaluation, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional and sector aggregates.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Source for Student Achievement Growth Rating data: Data includes teachers recommended for any teaching certificate by an approved teacher preparation institution and a teacher evaluation during the 2014-15 and/or the 2015-16 academic year. New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished 2014-15 and 2015-16 teacher evaluation data for 2011-12 through 2015-16 (where available) Bachelor's program participants with a state provided growth rating (limited to educators teaching ELA or math in grades 4-8).

Notes: NYSED suppressed institutional-level data when the number of Bachelor's program participants evaluated was less than five. Counts are unique by educator and institution and some double-counting may occur. At the statewide level, the data provided by NYSED was unduplicated and did not require suppression. Calculations reflect two-year weighted average of 2014-15 and 2015-16 evaluations.

Universe and Exclusions: In total, the data tool includes institutional-level data on student achievement growth rating for Bachelor's program participants from 2011-12 through 2015-16 for 36 (35%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 50 institutions did not have any eligible 2011-12 through 2015-16 program participants evaluated in 2014-15 or 2015-16.
- An additional 16 institutions had eligible 2011-12 through 2015-16 program participants with a student achievement growth rating, but did not meet the n-size threshold ($n \geq 20$) for the number of program participants with a student achievement growth rating. Where applicable, the data for these institutions is included in the regional and sector aggregates.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Master's Degree Participants:

Source for Annual Professional Performance Review (APPR) data: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished 2014-15 and 2015-16 teacher evaluation data for 2011-12 through 2015-16 (where available) Master's program participants.

Notes: Data includes teachers recommended for any teaching certificate by an approved teacher preparation institution and a teacher evaluation during the 2014-15 and/or the 2015-16 academic year. NYSED suppressed institutional-level data when the number of Master's program participants evaluated was less than five. Counts are unique by educator and institution and some double-counting may occur. At the statewide level, the data provided by NYSED was unduplicated and did not require suppression. Calculations reflect two-year weighted average of 2014-15 and 2015-16 evaluations.

Universe and Exclusions: In total, the data tool includes institutional-level data on APPR evaluation for Master's program participants from 2011-12 through 2015-16 for 70 (69%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 20 institutions did not have any eligible 2011-12 through 2015-16 program participants evaluated in 2014-15 or 2015-16.
- An additional 12 institutions had eligible 2011-12 through 2015-16 program participants with an APPR evaluation, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program participants with an APPR evaluation, or (2) met the n-size threshold but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional and sector.

Based on institutional feedback, Master's data for SUNY Empire State College was not included in any regional snapshot, nor is it compare to a regional aggregate. As noted above, data from two Pace University campuses, located in two different regions, were combined into a single snapshot. Therefore, the combined teacher evaluation data for Pace University is not compared to a regional aggregate. Teacher evaluation data for Mercy College was only available for one campus. Therefore, teacher evaluation date for Mercy College is compared to a regional aggregate.

Please see this [link](#) for more information on which institutions are included in specific analyses.

Source for Student Achievement Growth Rating data: New York State Education Department (NYSED), Office of Teaching Initiatives, unpublished 2014-15 and 2015-16 teacher evaluation data for 2011-12 through 2015-16 (where available) Master's program participants with a state provided growth rating (limited to educators teaching ELA/math in grades 4-8).

Notes: Data includes teachers recommended for any teaching certificate by an approved teacher preparation institution and a teacher evaluation during the 2014-15 and/or the 2015-16 academic year. NYSED suppressed institutional-level data when the number of Master's program participants evaluated was less than five. Counts are unique by educator and institution and some double-counting may occur. At the statewide level, the data provided by NYSED was unduplicated and did not require suppression. Calculations reflect two-year weighted average of 2014-15 and 2015-16 evaluations.

Universe and Exclusions: In total, the data tool includes institutional-level data on student achievement growth rating for Master's program participants from 2011-12 through 2015-16 for 57 (56%) institutions. Individual institutions were excluded from the tool due to the following considerations:

- 31 institutions did not have any eligible 2011-12 through 2015-16 program participants evaluated in 2014-15 or 2015-16.
- An additional 14 institutions had eligible 2011-12 through 2015-16 program participants with a student achievement growth rating, but (1) did not meet the n-size threshold ($n \geq 20$) for the number of program participants with a student achievement growth rating, or (2) met the n-size threshold, but lacked sufficient data across all data visuals to inform an institutional-level profile. Where applicable, the data for these institutions is included in the regional and sector.

Based on institutional feedback, Master's data for SUNY Empire State College was not included in any regional snapshot, nor is it compared to a regional aggregate. As noted above, data from two Pace University campuses, located in two different regions, were combined into a single snapshot. Therefore, the combined teacher evaluation data for Pace University is not compared to a regional aggregate. Teacher evaluation data for Mercy College was only available for one campus. Therefore, teacher evaluation data for Mercy College is compared to a regional aggregate.

Please see this [link](#) for more information on which institutions are included in specific analyses.