

CAEP Accountability Measures 2026

Measure 1: Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

HEDI Ratings One Year Post Graduation for Graduates of Initial Programs, 2022-2023									
Degree Level	IRP Program Code	Program Name	Percent Developing	Percent Effective	Percent Highly Effective	Percent Ineffective	Total Number of HEDI Ratings	Number of Graduates	
Bachelor's	25938	Spanish Teacher, Grades 7-12	*	*	*	*	2*	7	
	25940	Biology Teacher, Grades 7-12	*	*	*	*	1*	3	
	31964	History (Teacher Education)	*	*	*	*	1*	7	
Master's	2188	Counselor Education	*	*	*	*	2*	26	
	25776	Early Childhood Education with Bilingual Extension	*	*	*	*	1*	16	
	25780	Early Childhood Education	*	*	*	*	5*	19	
	25784	Teaching English to Speakers of Other Languages	0%	100%	0%	0%	7	11	
	25790	Science Teacher, Grades 7-12 (Alternative Transitional B Certification)	*	*	*	*	0*	1	
	25791	Science Teacher, Grades 7-12	*	*	*	*	3*	3	
	25793	Social Studies Teacher, Grades 7-12 (Alternative Transitional B Certification)	*	*	*	*	1*	1	
	25794	Social Studies Teacher, Grades 7-12	*	*	*	*	1*	5	
	25797	Elementary Education with Bilingual Extension	0%	83%	17%	0%	6	11	
	25800	Elementary Education	*	*	*	*	4*	17	
	25803	English Teacher, Grades 7-12	17%	67%	17%	0%	6	13	
	25812	Special Education Teacher, Grades 1-6	0%	78%	22%	0%	9	18	
	25815	Special Education Teacher, Birth - 2	0%	73%	27%	0%	11	27	
	25816	Speech-Language Pathology w/ Biling Ext	*	*	*	*	0*	26	
	25819	Speech-Language Pathology	*	*	*	*	0*	18	
	25824	Music Teacher, All Grades	*	*	*	*	5*	14	
	25826	Mathematics Teacher, Grades 7-12 (Alternative Transitional B Certification)	*	*	*	*	0*	1	
	25827	Mathematics Teacher, Grades 7-12	*	*	*	*	2*	6	
	25829	Special Education Teacher, Grades 7-12	*	*	*	*	2*	4	
	25830	Special Education Teacher, Grades 7-12 (Alternative Transitional B Certification)	0%	95%	5%	0%	75	88	
	25951	Health Pre K-12 Teacher	0%	86%	14%	0%	7	18	
	25953	Art Teacher, All Grades	*	*	*	*	0*	2	
	33999	Spanish Teaching 7-12	*	*	*	*	2*	5	
	38077	Social Studies Education, Grades 7-12	*	*	*	*	2*	3	
	38541	Organizational Leadership	*	*	*	*	1*	41	
	Advanced certificate	25822	Music Education, Grades K-12	*	*	*	*	0*	1
		27026	Teaching English to Speakers of Other Languages	*	*	*	*	1*	1
		27816	English Teacher, Grades 7-12	*	*	*	*	0*	1
		27817	Mathematics Teacher, Grades 7-12	*	*	*	*	1*	1
		27819	Social Studies Teacher, Grades 7-12	*	*	*	*	0*	2
		28063	Teaching Languages Other Than English, Grades 7-12	*	*	*	*	1*	1
		33773	Bilingual Pupil Personnel Services	*	*	*	*	0*	11
34776		Middle Childhood Extension, Grades 5-6	*	*	*	*	1*	3	
35675		Special Education Teacher, Birth - Grade 2	*	*	*	*	3*	9	
35676		Special Education Teacher, Grades 1-6	*	*	*	*	1*	2	
35677		Special Education Teacher, Grades 7-12	*	*	*	*	2*	4	
39592		Health Education	0%	94%	6%	0%	32	47	
40619		Bilingual Ed. Ext. (BE) CR-ITI Grades 5 - 12	*	*	*	*	4*	5	
41093		Bilingual Ed. Ext. (BE) CR-ITI Grades B - 6	*	*	*	*	1*	9	
42305		Bilingual Extension, Grades 5-12	*	*	*	*	2*	3	

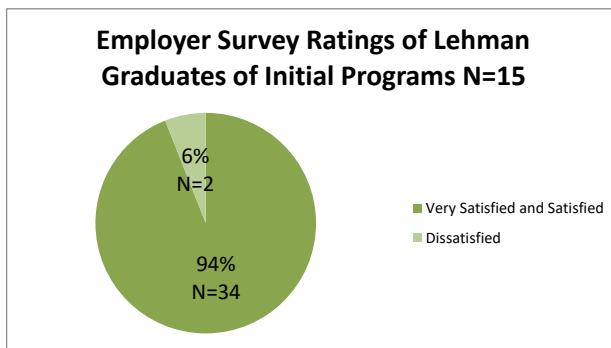
HEDI Ratings One Year Post Graduation for Graduates of Advanced Programs, 2022-2023								
Degree Level	IRP Program Code	Program Name	Percent Developing	Percent Effective	Percent Highly Effective	Percent Ineffective	Total Number of HEDI Ratings	Number of Graduates
Advanced certificate	41930	Literacy for Middle Childhood and Adolescence	*	*	*	*	0*	1
	41932	Literacy for Early Childhood and Childhood Education	*	*	*	*	0*	1
Master's	25806	Reading Teacher, Grades 5-12	*	*	*	*	1*	1
	25809	Reading Teacher, Birth - Grade 6	0%	100%	0%	0%	6	8
	36464	Literacy Teacher, Birth-Grade 6 and Special Education Grades 1-6	*	*	*	*	0*	1
	31470	Education Administration as School Building Leader	*	*	*	*	5*	15

** - According to Engage NY, HEDI Ratings (Highly Effective, Effective, Developing, and Ineffective) are given during a series of two observations, one of which must be unannounced. The Measure of Teacher Practice (MOTP) score which contains 8 components of the Danielson Framework as shown in table. An individual component rating is given for each observable evidence and shared on an Annual Professional Performance Review (APPR) Teacher Observation Report. Finally, the MOTP score is converted into a HEDI rating. HEDI rating constitute both an instrument for teaching Effectiveness and Impact on Student learning. Danielson Items in Domains 2 and 3 are all measures on the Impact on Student Learning and make up 85% of the MOTP. This represents the best independently mined data on the impact on student learning since principals are specially well trained to evaluate teachers using Danielson, which is the basis for New York City DOE Criteria for New Teacher Readiness (CNTR), also aligned with Lehman College Student Teacher Evaluation Form (STEF).

Measure 2: Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3 and RA4.1)

Employer Survey Ratings of Lehman Graduates of Initial Programs, 2023-2024					
Satisfied and Very Satisfied		Very Dissatisfied		Total C	Total %
N	%	N	%		
34	94%	2	6%	36	100%

Summary: Employer Survey administered in 2026 to principals of DOE schools where our graduates (AY: 2023-2024) are working revealed that approximately 94% of principals are either "Satisfied" or "Very Satisfied" with our graduates from initial programs working in their schools. We did not have respondents from our Advanced programs Educational Leadership/Literacy.



Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Years to Completion for Graduates of Initial and Advanced Programs, 2024-2025

Years at Lehman	Initial		Advanced		Total	
	#	%	#	%	#	%
0-1 Year		0%	6	2%	6	2%
1-2 Years	12	43%	82	26%	94	27%
2-3 Years	4	14%	60	19%	64	19%
3-4 Years	5	18%	40	13%	45	13%
4-5 Years	2	7%	51	16%	53	15%
5-6 Years	1	4%	46	15%	47	14%
6-7 Years		0%	18	6%	18	5%
7-8 Years		0%	6	2%	6	2%
8-9 Years	4	14%	5	2%	9	3%
9-10 Years		0%	1	0%	1	0%
10 Years Plus		0%	1	0%	1	0%
Grand Total	28	100%	316	100%	344	100%

Notes: Data gathered from 2024-2025 Title II Report. Advanced Programs include the Master's degree programs in Educational Leadership and Literacy Studies.

*Note 1: Notes: Of the total 411 completers in the School of Education, there were **344 teacher education completers** in SOE programs from 2024-2025 AY. Graduates from Counselor Education (34) and Organizational Leadership (33) were excluded from this analysis.*

Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Certification Rate for 2024-2025 Graduates of Initial and Advanced Programs						
Program Type	Certified		Not Certified		Total	
	#	%	#	%	#	%
Advanced	17	61%	11	39%	28	100%
Initial	173	55%	143	45%	316	100%
Grand Total	190	55%	154	45%	344	100%

*Note 1: Notes: Of the total 411 completers in the School of Education, there were **344 teacher education completers** in SOE programs from 2024-2025 AY. Graduates from Counselor Education (34) and Organizational Leadership (33) were excluded from this analysis.*

Note 2: Data gathered from the 2024-2025 Title II Report.

Note 3: Certification areas include initial, additional and professional certifications.

Measure 4: Ability of completers to be hired in education positions for which they have prepared

Milestones for Graduates from Initial Programs, 2023-2024 AY						
Working in NYCPS (Y/N)	Yes					
Academic Year	2023-2024					
Pinpoint Year	2024					
Initial/Advanced Program	Initial					
	Milestone					
	Less than 3 Years		More than 3 Years		Total Count	Total %
Program	Count	%	Count	%	Total Count	Total %
Bilingual Education Extension ITI Clinically Rich Program	2	50%	2	50%	4	100%
Childhood Education G	14	93%	1	7%	15	100%
Childhood UG	2	100%		0%	2	100%
Counselor Edu: School Counseling	3	75%	1	25%	4	100%
Counselor Education	3	100%		0%	3	100%
Early Childhood G	18	95%	1	5%	19	100%
English Education G	8	89%	1	11%	9	100%
English Education Teaching Fellows		0%	1	100%	1	100%
Foreign Language G	2	100%		0%	2	100%
Health Education	6	38%	10	63%	16	100%
Literacy		0%	1	100%	1	100%
Math Education G	12	80%	3	20%	15	100%
Music	2	100%		0%	2	100%
Organizational Leadership (OL-MS)	1	100%		0%	1	100%
Social Studies Education G	5	71%	2	29%	7	100%
Social Studies Education Teaching Fellows		0%	1	100%	1	100%
Special Ed. Adolescent	3	100%		0%	3	100%
Special Ed. Adolescent Teaching Fellows	82	93%	6	7%	88	100%
Special Ed. Childhood	9	82%	2	18%	11	100%
Special Ed. Early Childhood	7	78%	2	22%	9	100%
Special Education	2	67%	1	33%	3	100%
Special Education Adolescent	1	100%		0%	1	100%
Teaching Speech & Language Disabilities	18	95%	1	5%	19	100%
TESOL	5	56%	4	44%	9	100%
Grand Total	205	84%	40	16%	245	100%

Milestones for Graduates from Advanced Programs, 2023-2024 AY						
Working in NYCPS (Y/N)	Yes					
Academic Year	2023-2024					
Pinpoint Year	2024					
Initial/Advanced Program	Advanced					
	Milestone					
	More than 3 Years		Total Count	Total %		
Program	Count	%	Total Count	Total %		
Educational Leadership	8	100%	8	100%		
Grand Total	8	100%	8	100%		

Note 1: Dataset includes graduates from School of Education Educator Preparation programs for June 1, 2023, September 1, 2023 and February 1, 2024, employed during the 2023-2024 academic year at the NYCPS. Approximately 253 graduates were working in the New York City Department of Education (NYCDOE). Of these, 245 were from Initial Programs and 8 were from Advanced Programs. Advanced Programs include the Master's degree programs in Educational Leadership and Literacy Studies.

Note 2: Data only includes graduates working within the 5 boroughs of NYC and excludes graduates who may be working within other NYS counties. State-wide data is not available.