

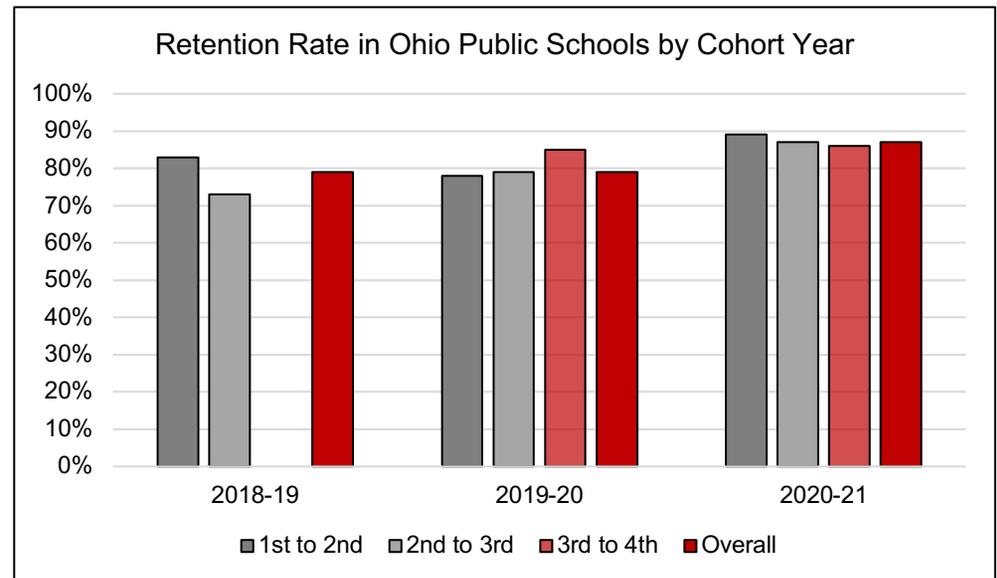
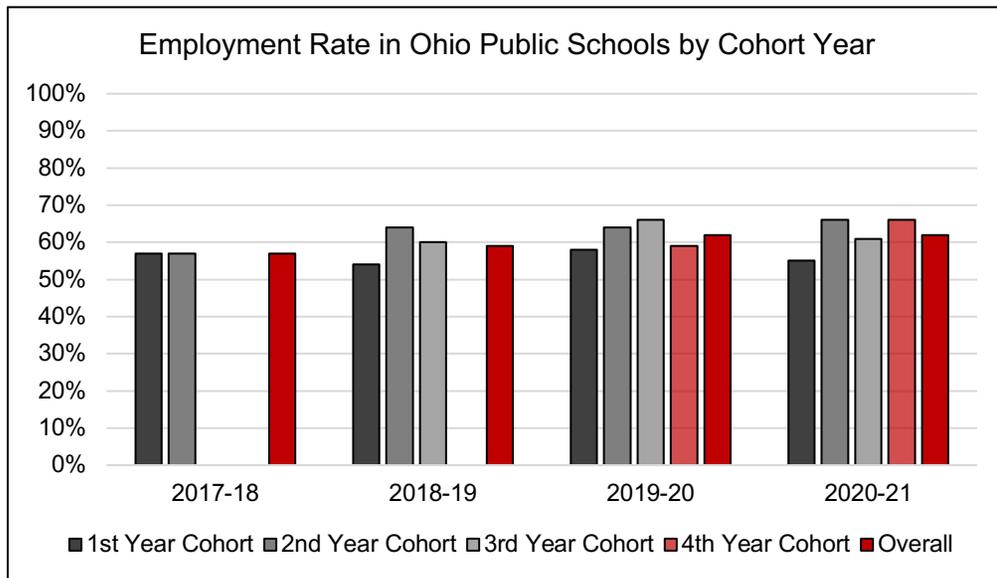
Ohio State Initial Teacher Licensure Employment Data in Ohio Public Schools

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

The Ohio Department of Higher Education (ODHE) provides Ohio State data on employment in instructional roles in Ohio public schools¹. From this data, employment and retention rates can be calculated as an outcome measure of effectiveness. ODHE reports employment for candidates for only four years after their licensure effective date although they may remain employed.

Overall		2017-2018		2018-2019				2019-2020				2020-2021									
License Cohort Year	License Cohort #	Total Employ #	Total employ %	Retain #	Retain %	Newly hired #	Newly hired %	Total employ #	Total employ %	Retain #	Retain %	Newly hired #	Newly hired %	Total employ #	Total employ %	Retain #	Retain %	Newly hired #	Newly hired %	Total employ #	Total employ %
2016	333	190	57%	139	73%	62	31%	201	60%	164	82%	33	17%	197	59%						
2017	370	211	57%	176	83%	62	26%	238	64%	188	79%	57	23%	245	66%	211	86%	33	14%	244	66%
2018	413					221	100%	221	54%	172	78%	92	35%	264	64%	229	87%	24	9%	253	61%
2019	373											218	100%	218	58%	193	89%	54	22%	247	66%
2020	441																	244	100%	244	55%
Total*	1930	401	57%	315	79%	345	52%	660	59%	524	79%	400	43%	924	62%	633	87%	355	36%	988	62%

Note: The number/percent retained for each year is based on the previous year's total employment for each cohort. Retained data reflect completers remaining employed within the same district from year to year.



¹ Position codes classified in the 100s, 200s or 300s are considered instructional roles excluding substitutes, aides, and other support roles where the position does not have a primary student learning focus or instructional autonomy. Only positions with a Full Time Equivalency (FTE) of 50 percent or higher are counted.

Data below are disaggregated from the above *Overall* employment data set. Percentages are aggregated across recent cohorts who are one to four years after the attainment of their license² and then disaggregated by gender, race/ethnicity, campus and program.

KEY: **Green** values = 80% or higher retention rate; 70% or higher employment rate; **Red** values = below 50% retention and employment rate

Gender

Gender	2018-2019 ³							2019-2020							2020-2021						
	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %
Female	852	230	78%	257	53%	487	57%	1134	381	78%	305	44%	686	60%	1217	474	69%	266	36%	740	61%
Male	255	83	79%	84	50%	167	65%	346	139	83%	94	40%	233	67%	369	156	67%	86	36%	242	66%
Overall	1116	315	79%	345	52%	660	59%	1489	524	79%	400	43%	924	62%	1597	633	87%	355	36%	988	62%

Note: The disaggregation above does not include *Unknown* students who did not disclose their gender.

Race/Ethnicity

Race / Ethnicity	2018-2019							2019-2020							2020-2021						
	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %
White	1001	286	79%	310	52%	596	60%	1327	474	80%	360	43%	834	63%	1403	562	67%	315	36%	877	63%
Other Races	84	19	76%	26	58%	45	54%	120	35	78%	33	49%	68	57%	140	55	81%	29	35%	84	60%
Overall	1116	315	79%	345	52%	660	59%	1489	524	79%	400	43%	924	62%	1597	633	87%	355	36%	988	62%

Note: The disaggregation above does not include *None Given/Race Unknown* and *Non-Resident Alien* students since their race/ethnicity was not disclosed.

Campus

Campus	2018-2019							2019-2020							2020-2021						
	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %
Columbus	865	261	79%	271	51%	532	62%	1155	422	79%	294	41%	716	62%	1210	500	70%	259	34%	759	63%
Lima	97	26	84%	28	52%	54	56%	124	46	85%	34	43%	80	65%	122	46	58%	25	35%	71	58%
Mansfield	57	16	67%	16	50%	32	56%	74	25	78%	25	50%	50	68%	80	32	64%	16	33%	48	60%
Marion	39	3	60%	13	81%	16	44%	53	10	63%	19	66%	29	55%	64	20	69%	14	41%	34	53%
Newark	58	9	100%	17	65%	26	45%	83	21	81%	28	57%	49	59%	121	35	71%	41	54%	76	63%
Overall	1116	315	79%	345	52%	660	59%	1489	524	79%	400	43%	924	62%	1597	633	87%	355	36%	988	62%

² For licensure exam pass rates and licensure rates of completer cohorts, see the corresponding data sets on the APL CAEP Accountability Measures website.

³ Data contained within the APL Application begins in 2015; therefore, data reflected the 2018-19 academic year includes three cohort years (2015, 2016 and 2017) opposed to four in 2019-20 and 2020-21. This change in cohort size contributes to the notable difference in total completers between these years.

Program/Licensure Area

KEY: **Green** values = 80% or higher retention rate; 70% or higher employment rate; **Red** values = below 50% retention and employment rate

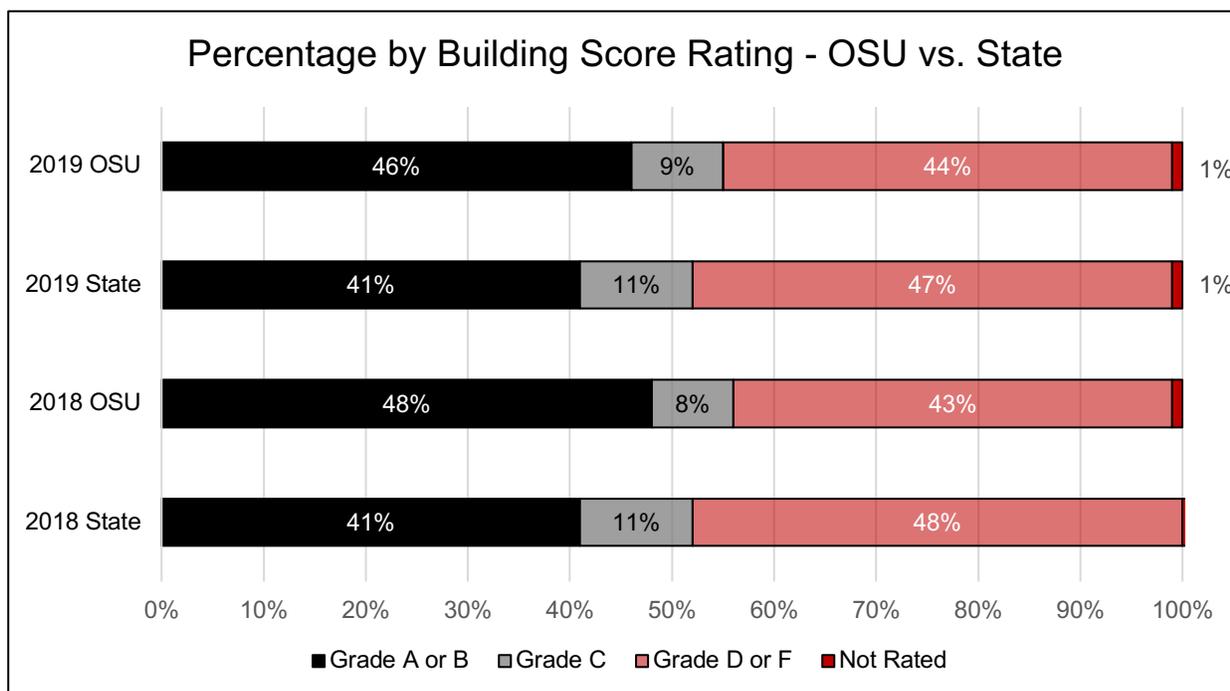
Program	2018-2019							2019-2020							2020-2021						
	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %	Total Cohort #	Retain #	Retain %	Newly Hired #	Newly Hired %	Total employ #	Total employ %
Agriscience	37	11	73%	15	58%	26	70%	50	23	88%	12	34%	35	70%	66	23	66%	17	34%	40	61%
Art	40	5	50%	17	77%	22	55%	53	18	82%	13	42%	31	58%	48	25	81%	11	42%	36	75%
Early/Primary	405	97	66%	113	54%	210	52%	533	170	81%	147	46%	317	59%	579	210	66%	130	46%	340	59%
ELA	105	29	74%	36	55%	65	62%	139	51	78%	37	42%	88	63%	140	63	72%	24	42%	87	62%
Int. Social St.	37	12	71%	11	48%	23	62%	56	18	78%	16	47%	34	61%	52	22	65%	8	47%	30	58%
Middle Child.	185	63	76%	59	48%	122	66%	258	91	75%	81	47%	172	67%	256	122	71%	69	47%	191	75%
Music	67	15	79%	15	50%	30	45%	81	23	77%	14	38%	37	46%	80	20	54%	17	38%	37	46%
Phys. Ed.	21	3	38%	11	79%	14	67%	28	13	93%	4	24%	17	61%	30	11	65%	7	24%	18	60%
Special Ed	119	44	79%	34	44%	78	66%	155	61	78%	37	38%	98	63%	173	65	66%	44	38%	109	63%
STEM: Math	36	17	100%	11	39%	28	78%	45	20	71%	12	38%	32	71%	46	24	75%	8	38%	32	70%
STEM: Sci	27	9	100%	8	47%	17	63%	36	17	100%	7	29%	24	67%	37	16	67%	10	29%	26	70%
TESOL	11	1	33%	3	75%	4	36%	23	3	75%	12	80%	15	65%	32	14	93%	2	80%	16	50%
World Lang.	17	7	70%	5	42%	12	71%	22	7	58%	7	50%	14	64%	25	9	64%	7	50%	16	64%
Overall	1116	315	79%	345	52%	660	59%	1489	524	79%	400	43%	924	62%	1597	633	87%	355	36%	988	62%

Note: The disaggregation above does not include *Family & Consumer Sciences, Health, and Integrated Business* students due to low counts.

A subset of data is provided to compare employment locations with value-added scores based on student performance on Ohio state tests in select grades and content areas². For more information about the value-added measures in Ohio called Education Value-added Assessment System (EVAAS), visit the Ohio Department of Education Value-Added Resources website. School characteristics include Report Card Grade, Poverty Enrollment and Minority Enrollment.³ There were not grades or ratings on the 2020-2021 Ohio School Report Card.⁴

Public Employment of Ohio State Completers⁵ by School Building Score

	Grade A or B	Grade C	Grade D or F	Not Rated
2019-20 and 2020-21 OSU	See Notes	See Notes	See Notes	See Notes
2019-20 and 2020-21 State	See Notes	See Notes	See Notes	See Notes
2018-19 OSU	46%	9%	44%	1%
2018-19 State	41%	11%	47%	1%
2017-18 OSU	48%	8%	43%	1%
2017-18 State	42%	22%	48%	1%



² Value-added growth scores are calculated from the following Ohio state tests given in consecutive grades for the same subject: Mathematics in grades 3-8; Reading in grades 3-8. Tests given in non-consecutive grades for the same subject include: Algebra I, Mathematics I, Mathematics II, and Geometry; ELA I, and ELA II; Science in grades 5 and 8; Social studies in grades 4 and 6; Biology; American History and American Government.

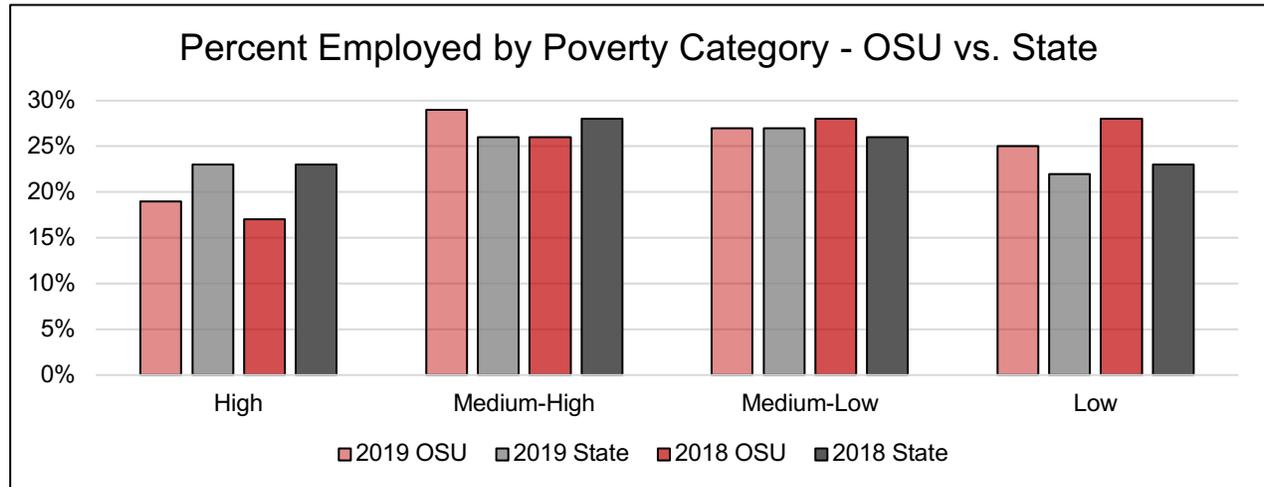
³ Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 and 2020-2021 school year. As a result, the Value-Added sections of the ODHE report will include no data.

⁴ The state's education community experienced unprecedented disruptions during the 2020-21 school year due to the COVID-19 pandemic. As a result of short-term changes in Ohio law and the accountability waiver approved by the U.S. Department of Education.

⁵ The building characteristic data sets reflect a subgroup of teachers who teach in subject areas with value-added growth scores.

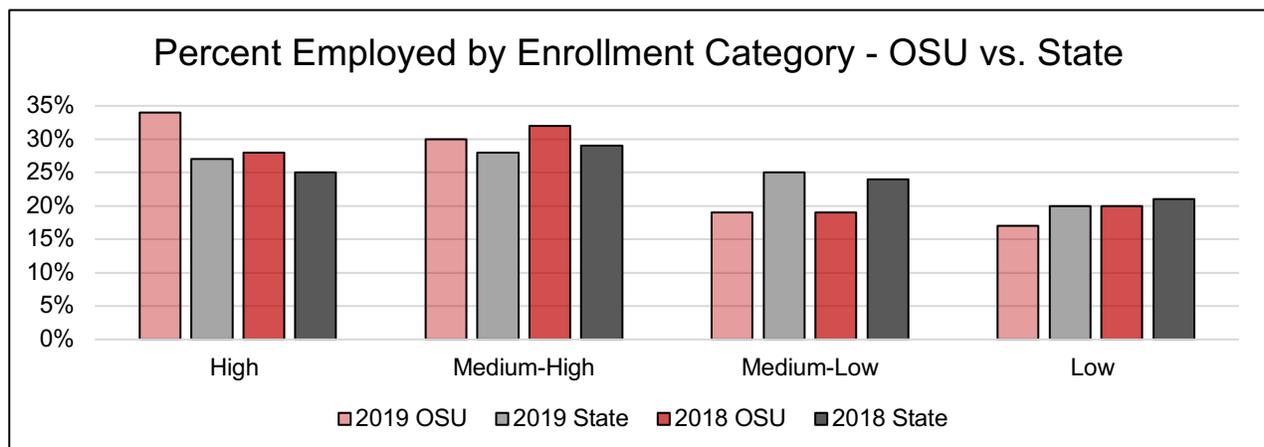
Public Employment of Ohio State Completers by Poverty Category

	High	Medium-High	Medium-Low	Low
2019-20 and 2020-21 OSU	See Notes	See Notes	See Notes	See Notes
2019-20 and 2020-21 State	See Notes	See Notes	See Notes	See Notes
2018-19 OSU	19%	29%	27%	25%
2018-19 State	23%	26%	27%	22%
2017-18 OSU	17%	26%	28%	28%
2017-18 State	23%	28%	26%	23%



Public Employment of Ohio State Completers by Minority Enrollment Category

	High	Medium-High	Medium-Low	Low
2019-20 and 2020-21 OSU	See Notes	See Notes	See Notes	See Notes
2019-20 and 2020-21 State	See Notes	See Notes	See Notes	See Notes
2018-19 OSU	34%	30%	19%	17%
2018-19 State	27%	28%	25%	20%
2017-18 OSU	28%	32%	19%	20%
2017-18 State	25%	29%	24%	21%



Note: Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.