Measuring the Performance of Educator Preparation Programs

2024

Ohio Department of
Higher Education

Measuring the Performance of Educator Preparation Programs

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To help improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Department of Higher Education to develop a system for evaluating Ohio's educator preparation programs (**ORC section 3333.048**).

Components of Educator Preparation Metrics Reports

The Ohio Department of Higher Education works with the Ohio Department of Education and Workforce, the State Board of Education, and higher education institutions to collect data on the following identified metrics for the annual reports:

- Ohio Teacher Evaluation System (OTES) results – Page 3
- Ohio Principal Evaluation System (OPES) results – Page 4
- Field and Clinical Experiences for Candidates – Page 5
- Ohio Educator Licensure Examination Pass Rates – Page 6
- Ohio Principal Licensure Examination Pass Rates – Page 9
- Value-Added Data for Students Taught by Teachers – Page 10
- Candidate Academic Measures – Page 13
- Teacher Residency Program - Page 17

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Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:
Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

Note that the data on this page is not a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses within the previous four effective years.
2. The teacher evaluation data in this report are provided by the State Board of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	575	1735	101	N<10
2021	296	1559	106	N<10
2022	153	1324	126	N<10
2023	109	1530	349	10

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Ohio Principal Evaluation System (OPES) Results for
Individuals Completing Principal Preparation Programs

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:
Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2020, 2021, 2022 and 2023.

Note that the data on this page is not a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	227	249	N<10	N<10
2021	235	265	N<10	N<10
2022	220	203	10	N<10
2023	227	211	10	N<10

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Field and Clinical Experiences for Candidates

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Educator Preparation Providers)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs	
Field/Clinical Experience Element	**Statewide Data**
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	124.51
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	291.63
Statewide median number of hours required in student teaching experience	435.00
Statewide average number of weeks required in student teaching experience	14.00
Percentage of candidates satisfactorily completing their student teaching experience	98%

Principal Preparation Programs	
Field/Clinical Experience Element	**Statewide Data**
Statewide average (mean) number of weeks in internship	27.77
Number of candidates who started internship	755
Number of candidates who completed internship	708
Percentage of candidates who satisfactorily completed internship	94%

Ohio Educator Licensure Examination Pass Rates

Reporting period from September 1, 2022 to August 31, 2023.
(Data Source: USDOE Title II Report)

Description of Data:

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses. Further, because the data are gathered from the Title II reports, there is a one-year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the selected reporting year.

Teacher licensure pass rates included reflect the completers of the programs best attempt or the first-time attempt pass rate as indicated for the Foundations of Reading exam.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

All Licensure Tests		
Completers Tested	**Completers Passed**	**Pass Rate**
3693	3197	87%

ACTFL Assessments					
Assessment	**Test Code**	**Qualifying Score**	**# Taking Test**	**# Passing Test**	**Ohio Pass Rate**
OPI German	1007	6	N<10	N<10	N/A
OPI Spanish	1018	6	10	10	100%
WPT German	2006	6	N<10	N<10	N/A
WPT Spanish	2015	6	13	13	100%
OPIc Spanish	3002	6	N<10	N<10	N/A

Ohio Assessments for Educators (OAE)					
Assessment	**Test Code**	**Qualifying Score**	**# Taking Test**	**# Passing Test**	**Ohio Pass Rate**
APK: Early Childhood (PK-3)	001	220	691	656	95%
APK: Middle Childhood (4-9)	002	220	180	169	94%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
APK: Adolescence to Young Adult (7-12)	003	220	395	387	98%
APK: Multi-Age (PK-12)	004	220	490	466	95%
Agriscience	005	220	14	14	100%
Art	006	220	73	70	96%
Biology	007	220	44	41	93%
Business Education	008	220	N<10	N<10	N/A
Chemistry	009	220	N<10	N<10	N/A
Dance	011	220	N<10	N<10	N/A
Early Childhood Education	012	220	202	194	96%
Early Childhood Special Education	013	220	340	309	91%
Earth and Space Science	014	220	N<10	N<10	N/A
Elementary Education Subtest 1	018	220	879	782	89%
Elementary Education Subtest 2	019	220	874	734	84%
English Language Arts	020	220	241	231	96%
English to Speakers of Other Languages	021	220	23	22	96%
Family and Consumer Sciences	022	220	N<10	N<10	N/A
Health	023	220	53	47	89%
Integrated Science	024	220	56	53	95%
Integrated Social Studies	025	220	252	227	90%
Marketing	026	220	N<10	N<10	N/A
Mathematics	027	220	138	124	90%
Middle Grades English Language Arts	028	220	233	228	98%
Middle Grades Science	029	220	201	193	96%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Middle Grades Mathematics	030	220	234	220	94%
Middle Grades Social Studies	031	220	218	203	93%
Music	032	220	214	193	90%
Physical Education	034	220	59	55	93%
Physics	035	220	N<10	N<10	N/A
Special Education	043	220	546	508	93%
Special Education Specialist: Visually Impaired	045	220	N<10	N<10	N/A
Theater	048	220	N<10	N<10	N/A
Primary Education (PK-5)	055	220	18	18	100%
APK: Primary Education (PK-5)	057	220	N<10	N<10	N/A
Primary Special Education (PK-5)	058	220	N<10	N<10	N/A
Foundations of Reading	090	220	1491	1416	95%
Foundations of Reading	190	220	4185	3348	80%

Praxis II Assessments					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
American Sign Language Subtest 1	050	220	N<10	N<10	N/A

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Ohio Principal Licensure Examination Pass Rates

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Educator Preparation Providers)

Description of Data:
Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers.

Principal Licensure Test		
Completers Tested	**Completers Passed**	**Pass Rate**
583	506	87%

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Value-Added Data for Students Taught by Teachers
Prepared by Ohio Educator Preparation Providers

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Department of Education and Workforce
Approved Vendors within SAS® EVAAS® Value-Added Models)

Description of Data:

Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with the previous four reporting effective years.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Teacher Preparation Programs

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
9174	2844	N=661 23%	N=1844 65%	N=339 12%

*Associated Value-Added Classifications:

Yellow - Significant evidence that the school's students made less growth than expected.
Green - Evidence that the school's students made growth as expected.
Light Blue - Significant evidence that the school's students made more growth than expected.

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Demographic Information for Schools where Teachers with Value-Added Data Serve

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=950	N=846	N=106	N=919	N/A
33%	30%	4%	32%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=100	N=2721	N/A	N/A	N/A	N/A
4%	96%	N/A	N/A	N/A	N/A

Teachers Serving by Overall Star Rating of School

5 Star	4.5 Star	4 Star	3.5 Star	3 Star	2.5 Star	2 Star	1.5 Star	1 Star	NR
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N=2844
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=623	N=833	N=766	N=599	N/A
22%	29%	27%	21%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=574	N=773	N=757	N=717	N/A
20%	27%	27%	25%	N/A

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

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Principal Preparation Programs

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
214	588	N<10	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

Demographic Information for Schools where Principals with Value-Added Data Serve

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=239	N=114	N=19	N=215	N=1
41%	19%	3%	37%	<1%

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=25	N=558	N=4	N/A	N/A	N=1
4%	96%	<1%	N/A	N/A	<1%

Principals Serving by Star Rating of School

5 Star	4.5 Star	4 Star	3.5 Star	3 Star	2.5 Star	2 Star	1.5 Star	1 Star	NR
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=170	N=177	N=145	N=95	N=1
29%	30%	25%	16%	<1%

Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=144	N=158	N=143	N=142	N=1
24%	27%	24%	24%	<1%

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Candidate Academic Measures

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Educator Preparation Providers; Statewide
Weighted Means Calculated by Ohio Department of Higher Education)

Description of Data:

The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A." In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N."

Candidates Admitted is the number admitted (for fall or spring) during the academic year.
Candidates Enrolled is the total number of candidates admitted and enrolled (including program completers) during the academic year.
Candidates Completing is the number meeting all the requirements of a state-approved teacher preparation program during the academic year.

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

Academic Measure	Possible Score Range	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	U=3934 P=185 G=971	U=3.48 P=3.27 G=3.41	U=10140 P=356 G=1562	U=3.51 P=3.42 G=3.62	U=2806 P=107 G=709	U=3.62 P=3.68 G=3.64
GPA - High School	0.00-4.00	U=1916 P=N/A G=N/A	U=3.66 P=N/A G=N/A	U=2865 P=N<10 G=N/A	U=3.59 P=N<10 G=N/A	U=565 P=N<10 G=N/A	U=3.65 P=N<10 G=N/A
GPA - Transfer	0.00-4.00	U=346 P=N/A G=N/A	U=3.11 P=N/A G=N/A	U=368 P=N/A G=N/A	U=3.36 P=N/A G=N/A	U=98 P=N/A G=N/A	U=3.5 P=N/A G=N/A
GPA - Graduate	0.00-4.00	U=N/A P=N/A G=47	U=N/A P=N/A G=3.66	U=N/A P=N/A G=107	U=N/A P=N/A G=3.78	U=N/A P=N/A G=45	U=N/A P=N/A G=3.89
ACT Composite Score	1-36	U=1112 P=N<10 G=37	U=22.12 P=N<10 G=27.32	U=2126 P=N<10 G=23	U=22.36 P=N<10 G=26.09	U=722 P=N<10 G=20	U=23.28 P=N<10 G=26.7
ACT Math Subscore	1-36	U=665 P=20 G=42	U=23.03 P=24.19 G=25.65	U=1926 P=46 G=32	U=22.23 P=23.26 G=24.27	U=693 P=17 G=25	U=23.25 P=23.06 G=25.44
ACT Reading Subscore	1-36	U=676 P=22 G=42	U=24.65 P=24.31 G=28.36	U=1947 P=50 G=32	U=24.05 P=26.27 G=26.62	U=701 P=18 G=25	U=24.95 P=26.28 G=26.84
ACT English Subscore	1-36	U=576 P=14 G=37	U=23.11 P=27.43 G=28.35	U=1828 P=38 G=23	U=22.27 P=25.74 G=27.09	U=638 P=17 G=20	U=23.51 P=25.12 G=28.1
ACT Science Subscore	1-36	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT Essay (Optional)	2-12	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A
SAT Composite Score	400-1600	U=94 P=N/A G=12	U=1103.12 P=N/A G=1289.17	U=127 P=N<10 G=N<10	U=1122.05 P=N<10 G=N<10	U=61 P=N<10 G=N<10	U=1114.1 P=N<10 G=N<10

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Academic Measure	Possible Score Range	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
SAT Math Subscore	200-800	U=108 P=N<10 G=12	U=563.03 P=N<10 G=639.17	U=240 P=N<10 G=N<10	U=558.15 P=N<10 G=N<10	U=100 P=N<10 G=N<10	U=593.26 P=N<10 G=N<10
SAT Reading/ Writing Subscore	200-800	U=112 P=N<10 G=12	U=586.41 P=N<10 G=650.83	U=250 P=N<10 G=N<10	U=561.63 P=N<10 G=N<10	U=100 P=N<10 G=N<10	U=599.14 P=N<10 G=N<10
SAT Essay, Writing (Optional)	2-8	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	150-190	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	150-190	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	150-190	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	100-990	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Composite Score	0-346	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Verbal Subscore	130-170	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
GRE Quantitative Subscore	130-170	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
GRE Writing Subscore	0-6	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
MAT	200-600	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	100-200	U=180 P=19 G=76	U=172.34 P=177.79 G=183	U=321 P=63 G=76	U=169.79 P=177.17 G=183	U=125 P=23 G=80	U=176.51 P=178.18 G=183
Praxis CORE Math	100-200	U=178 P=19 G=76	U=164.52 P=169.26 G=183	U=319 P=61 G=76	U=162.71 P=168.75 G=183	U=129 P=22 G=80	U=169.99 P=174.91 G=180
Praxis CORE Writing	100-200	U=190 P=19 G=76	U=161.04 P=161.05 G=172	U=305 P=60 G=76	U=158.17 P=161.83 G=172	U=144 P=22 G=80	U=170.13 P=164.09 G=170

Principal Preparation Programs

Academic Measure	Possible Score Range	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	568	3.57	861	3.66	367	3.59
GPA - High School	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Transfer	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	0.00-4.00	250	3.81	412	3.83	170	3.87
ACT Composite Score	1-36	12	24.75	14	24	N<10	N<10
ACT Math Subscore	1-36	12	23.17	14	23	N<10	N<10
ACT Reading Subscore	1-36	12	25.08	14	22.93	N<10	N<10
ACT English Subscore	1-36	12	24.58	14	23.64	N<10	N<10
ACT Science Subscore	1-36	N/A	N/A	N/A	N/A	N/A	N/A
ACT Essay (Optional)	2-12	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	400-1600	N<10	N<10	N<10	N<10	N<10	N<10
SAT Math Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Reading/ Writing Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Essay, Writing (Optional)	2-8	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Reading	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	100-990	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	0-346	N<10	N<10	N<10	N<10	N/A	N/A
GRE Verbal Subscore	130-170	N<10	N<10	N<10	N<10	N/A	N/A
GRE Quantitative Subscore	130-170	N<10	N<10	N<10	N<10	N/A	N/A
GRE Writing Subscore	0-6	N<10	N<10	N<10	N<10	N/A	N/A
MAT	200-600	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Reading	100-200	N/A	N/A	N/A	N/A	N/A	N/A

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Academic Measure	Possible Score Range	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
Praxis CORE Math	100-200	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Writing	100-200	N/A	N/A	N/A	N/A	N/A	N/A

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Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

Description of Data:

The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.

2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.

3. A scenario where a student is not reported for one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub-license (in which the work is counted) and Year 2 under a RE license.

Ohio EPP Program Completers Persisting in the State Resident Educator Program

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2020	34	N/A	%	110	1	.9%	21	N/A	%	4	N/A	%
2021	48	3	6.3%	155	3	1.9%	30	N/A	%	4	N/A	%
2022	83	4	4.8%	465	1	.2%	11	N/A	%	N/A	N/A	N/A
2023	495	2	.4%	2250	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A