



Condition of Teacher Supply and Demand in Ohio, 2003

A Report to the Ohio Department of Education



Prepared by

The Ohio Collaborative

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Table of Contents

INTRODUCTION	4
EXECUTIVE SUMMARY	5
<i>Student Enrollment</i>	<i>5</i>
Policy Implications	6
<i>Ohio Teacher Workforce Demographics</i>	<i>6</i>
Policy Implications	7
<i>Ohio Teacher Workforce Mobility and Attrition.....</i>	<i>8</i>
Policy Implications	8
<i>Ohio Teacher Workforce Vacancies</i>	<i>9</i>
Policy Implications	10
<i>Higher Education Pipeline</i>	<i>10</i>
Policy Implications	11
<i>Ohio Teacher Workforce in Community Schools.....</i>	<i>11</i>
Policy Implications	12
STUDENT ENROLLMENT	14
<i>Enrollment 1997-2003</i>	<i>14</i>
Enrollment Trends by Region, 1997-2003.....	15
Enrollment Forecasts, 2003-2008	16
Enrollment Forecasts by Region, 2003-2008.....	17
<i>Regular Teacher Staffing in 2008 with Constant Student/Teacher Ratios.....</i>	<i>18</i>
Regular Teacher Staffing in 2008: Assuming Lower Student/Teacher Ratios.....	20
Regular Teacher Staffing in 2008: Assuming Increasing Student/Teacher Ratios	21
OHIO TEACHER WORKFORCE DEMOGRAPHICS	23
<i>Teacher Employment by Type of Local Education Agency and Job Position.....</i>	<i>23</i>
Teacher Employment by Gender and Race.....	25
<i>Age Trends.....</i>	<i>28</i>
<i>Experience Trends</i>	<i>30</i>
<i>Teacher Level of Education</i>	<i>32</i>
<i>Teacher Licensure</i>	<i>33</i>
<i>Enrollments and Regular Teachers, 1997-2003</i>	<i>35</i>
Enrollments and Regular Teachers by Region, 1997-2002.....	38
OHIO TEACHER WORKFORCE MOBILITY AND ATTRITION	41
<i>Labor Market Dynamics – Entering Teachers.....</i>	<i>41</i>
<i>Labor Market Dynamics – Departing Teachers</i>	<i>43</i>

<i>Retirement Rates, 2002</i>	45
Retirement Rates, 1997-2002.....	46
Number of Retirements and Deaths, 2003.....	48
Regular Teacher Openings from Retirements and Deaths, 2003-2008.....	49
<i>District Typology Analysis</i>	51
<i>District Report Card Ratings and Teacher Mobility</i>	53
OHIO TEACHER WORKFORCE VACANCIES	61
<i>Teaching Vacancies</i>	61
Vacancy Rates by Type of Teacher.....	63
Vacancy Rates by District Typology.....	64
Vacancy Rates by Region.....	65
Practices in Dealing with Vacancies.....	66
Practices in Dealing with Vacancies by District Typology.....	67
<i>Recruitment Practices</i>	69
Recruitment Practices by District Typology.....	70
<i>Retention Practices</i>	71
Retention Practices by District Typology.....	72
<i>Entry-Year Teacher Mentoring Practices</i>	73
Entry-Year Teacher Mentoring Practices by District Typology.....	75
HIGHER EDUCATION PIPELINE	77
<i>Enrollment and Graduates Data from Pipeline Survey</i>	77
<i>Praxis Exam Results</i>	82
<i>Tracking Recent Graduates with a New Teaching License</i>	83
OHIO TEACHER WORKFORCE COMMUNITY SCHOOLS	88
<i>Community Schools' Demographics</i>	88
<i>Attrition and Mobility</i>	89
<i>Age of Teachers in Community Schools</i>	91
<i>Experience of Teachers in Community Schools</i>	93
APPENDICES	95
<i>Appendix A: Typology of Ohio School Districts, Revised 1996</i>	95
<i>Appendix B: Ohio Region/County Map</i>	96
<i>Appendix C: 2003 Ohio School District Report Card Rating Definitions</i>	97

INTRODUCTION

A teacher supply and demand study should provide useful information to state policy makers, educational administrators, institutions of higher education, and job seekers. A well-designed study should reveal information about the forces that influence how and why educators move in and out of public school positions, as well as how staffing needs are influenced by within-state shifts in district enrollments. The quality of any such study is dependent upon the quality of existing databases, access to those databases, and the quality of new data collection.

The Condition of Teacher Supply and Demand in Ohio 2003 study provides information on student enrollment, teacher workforce demographics, teacher attrition and mobility, teaching vacancies, the pipeline for new teachers in higher education, and staffing issues in community schools.

Enrollments tend to follow predictable patterns from grade to grade. Migration in and out of the state and among districts causes shifts in district enrollments. The demand for teachers is a function of changing enrollment patterns at the district level, class size policies, course-taking patterns in secondary schools, and local financial support.

The major source for the supply of teachers is retention. Understanding the factors that influence attrition, therefore, is important for ensuring a continued adequate supply of teachers. Mobility is a less important factor in terms of overall supply, but may influence staff stability at the building level. Other sources of supply are licensed teachers returning to the workforce after an absence or from another state, and newly licensed teachers who have matriculated from institutions of higher education.

While state level supply and demand data are of interest, for these data to be of optimal use to various constituencies, they must be disaggregated in different ways. These data are made more useful when considered by region, district socioeconomic status typology, or district performance on the Ohio Report Card. The Condition of Teacher Supply and Demand in Ohio 2003 provides information on many of these issues.

The study was completed under the auspices of The Ohio Collaborative – Research and Policy for Schools, Children, and Families. Daryl Siedentop, Director of the Ohio Collaborative, was the administrative leader for the study. Co-principal investigators were Howard Fleeter and William Driscoll, partners in the firm of Levin, Driscoll, and Fleeter, Dixie Sommers, Director of Labor Market Studies for the Center on Education and Training for Employment at The Ohio State University, and William Loadman, Associate Dean for Research in the College of Education at The Ohio State University.

EXECUTIVE SUMMARY

The following findings have policy implications at state and district levels. Full data sets from which these findings are drawn follow in the body of The Condition of Teacher Supply and Demand in Ohio 2003 Report

Student Enrollment

- Enrollments in Ohio's regular school districts declined slightly from FY97-FY03, dropping by nearly 46,000 students (2.5 percent) to 1.799 million.
- Enrollment trends by district typology¹, however, showed marked variation with an 8.7 percent decline for small town high poverty districts and a 10.2 percent increase for suburban high SES districts.
- This trend is expected to continue from FY03-FY08, with overall state enrollment dropping by nearly 24,000 students (1.3 percent). Major city, high poverty districts can expect a 14.3 percent decline during that period, while suburban high SES districts can expect a 5.9 percent increase. Small town, high poverty districts, which saw an 8.7 percent decline from FY97-FY03, can expect another 2.0 percent decline from FY03-FY08.
- Regional variations² are also apparent. Between FY97-FY03, enrollment in every region in the state declined except the central region, which increased by 7.6 percent. From FY03-FY08, most regions will continue to decline, except the central region (expecting a 7.6 percent increase)
- Enrollment of students with disabilities in Ohio increased by 33,000 (16.3 percent) between FY98-FY03.
- Major city high poverty districts continue to enroll the most students with disabilities as measured by total numbers; however, their increase over the FY98-FY03 period was only 9.2 percent, the smallest increase of any in the district typology. The largest increase was in suburban very high SES districts with a 32.3 percent increase in disability enrollment, followed by 21.4 percent for suburban/urban high SES districts.

¹ The definitions of The Ohio Department of Education district typologies can be found in Appendix A.

² The regional organization used for this study is based on the Regional Professional Development Centers in Ohio. A map showing the regions and the counties served by those regions can be found in Appendix B.

Policy Implications

- With the exception of suburban high SES districts, projected decreases in enrollment between FY03-FY08 could lead to a decline in staffing levels. This will be the case in districts where enrollment declines are sufficient to allow for classroom consolidation without unduly affecting class size. The demand for teachers will be a function both of enrollment and budget, as well as policies for class size (which are also related to budget).

Ohio Teacher Workforce Demographics

- The number of public school teachers in Ohio increased from 94,000 in FY97 to 109,000 in FY03. This includes teachers in regular school districts, joint vocational school districts, education service centers and community schools.
- The number of “regular” (EMIS position code 205) teachers in Ohio’s 612 K-12 school districts increased by over 11,000 during the same time period, a 14.8 percent increase.
- The student/teacher ratio (enrollment per regular teacher) in regular districts decreased from 24.6 in FY97 to 20.9 in FY03.
- The number of special education (EMIS position code 206) teachers increased by 3,100 from FY97-FY03, a 27.3 percent increase, nearly doubles the percentage increase for regular teachers. The ratio of special education students per special education teacher has been stable over this period (16.6 in FY98 to 16.3 in FY03).
- Minority teachers have been dramatically under-represented in comparison to the number and percentage of minority students in Ohio public schools during the FY97-FY02 period. While there was a 23 percent increase in the number of black teachers during this period, the increase was only sufficient to raise the overall percent of black teachers from 6.3 percent of the total to 6.7 percent. In contrast, the percentage of black students increased from 15.4 percent to 16.8 percent during the same time period. From FY97-FY03, the percentage of other minority teachers remained nearly constant (0.8% increasing to 0.9%) while the percentage of other minority students increased from 3.2% to 5.0%.
- A scarce resource, minority teachers are employed primarily in high poverty or moderate SES urban districts. In FY03, 81 percent of black teachers and 67 percent of all minority teachers were employed in districts of these two types. Even in these districts, however, minority teachers are still under-represented compared to the percentage of minority students.

- The share of teachers in the youngest and oldest age groups increased, while the share in the middle age group (40-49) fell dramatically from 39 percent to 24 percent during the FY97-FY03 period. As the baby-boomer cohort of teachers moves through the system, the cohort following represents a smaller share of the total teaching force.
- The average level of experience among teachers has fallen, which appears to be consistent with the continuing departure of “baby boom” era teachers.
- The gender distribution (75 percent female and 25 percent male) and educational qualifications (52 percent bachelor’s and 47 percent masters degrees) of Ohio teachers are generally consistent with that of other states. We expect the percent of teachers with MAs to increase as new licensing requirements for renewals require an MA for all teachers with 12 or more years of experience.
- The percentage of special education teachers with temporary licenses is far higher than the rate for regular classroom teachers.

Policy Implications

- Existing programs targeting the recruitment, successful licensure completion, hiring, and retention of minority teachers should continue. A state-level grant program, the Diversifying the Teaching Force Grants, should be continued, and when possible, be expanded. The Office of Recruitment and Retention should develop support materials for district-level minority recruitment efforts.
- Urban districts should be encouraged and supported to partner with local community colleges and universities to create “grow your own” programs in these districts. Additional programs, similar to the federally funded Expanding the Pool of Qualified Teachers, that assist urban districts in this effort, should continue to be developed.
- Current reductions in force (RIFs) are more likely due to budget issues than enrollment. If funding stabilizes we can expect that reductions in staff due to loss of enrollment can be covered through attrition (both retirement and teachers leaving the profession or state).

Ohio Teacher Workforce Mobility and Attrition

- Analysis of teachers in Ohio who either leave teaching (leavers) or change employment from one Ohio district to another (movers) showed consistent percentage rates from FY98-FY02. Teachers leave teaching in Ohio at a rate between 7-8 percent per year. Teachers move to different Ohio districts at a rate of 1 percent per year.
- Cumulative percentages of teachers leaving also were consistent from FY98-FY02. Approximately 93 percent of *all* teachers were still employed after one year, 88 percent of *all* teachers were still employed after 2 years, 83 percent after 3 years, and 78 percent still employed after 4 years.
- The attrition rate of beginning teachers from FY02-FY03 was approximately 6 percent per year. There were 2,637 individuals graduated and received Ohio teaching certificates or licenses in FY99 and began teaching from FY00-FY02. Four hundred and sixty-one of these were no longer teaching by FY03.
- The attrition rate of black teachers was at least 50 percent higher than that of white teachers in every year from FY98-FY02.
- High poverty urban districts show the highest mobility rates. Teachers in these districts are more likely to leave teaching than move to other districts in Ohio.
- When analyzed according to school district academic performance (as measured by categories used in the 2003 Local Report Card), teacher mobility is shown to be highest for teachers in the lowest performing districts and lowest in the highest performing districts. Teachers departing Academic Emergency districts tend to leave teaching rather than move to other Ohio districts.
- In FY98, there were approximately 20,700 teachers who were 52 years and older. Five years later the number of teachers who were 57 or older was approximately 11,100, representing a departure rate for that age group between 45 percent and 50 percent over that period. In FY03, there are approximately 31,000 teachers 52 years and older. If 50 percent leave by 2008, the number leaving (mostly retirements) would be approximately 15,000-16,000.

Policy Implications

- Attention needs to be paid to programs and policies that increase teacher retention in high poverty urban districts and in districts where Ohio Report Card performance is low. The Office of Recruitment and Retention should explore and develop additional retention strategies that target high poverty and poorly

performing school districts.

- Entry year programs and Institutions of Higher Education need to consider the large number of relatively young and inexperienced teachers in their planning.

Ohio Teacher Workforce Vacancies

- Ohio districts responding to the vacancy survey had 3,388 unfilled teaching positions as of the opening of school in autumn of 2002 (3,156 full-time positions and 232 part-time positions). Most vacancies (2,873) were in regular school districts.
- The largest number of vacancies occurred for regular teachers (1,494). These included 224 vacancies for Pre-K-3, 499 for middle school grades, 448 for high school teachers, and 323 for K-12 teachers. The vacancy rate for regular teachers was 1.9 percent, which is consistent with the 2.1 percent overall midwest economy vacancy rate according to the Bureau of Labor Statistics.
- There were 949 vacancies for special education teachers, indicating a much stronger under-supply than for regular teachers. The vacancy rate for special education teachers was 5.6 percent.
- The highest vacancy rates were in poor rural districts (4.5 percent) and urban districts with moderate SES (4.4 percent). The lowest vacancy rate was for districts in small towns with moderate SES (1.7 percent).
- Vacancy rates varied significantly by region, with the highest rate in the very rural South (with one teacher preparation university) at 6.5 percent and the lowest in the Southeast (with three teacher preparation colleges and universities and two branch campuses) at 1.4 percent.
- The most frequent method used to deal with unfilled vacancies is to hire teachers with temporary licenses (a practice reported by 83.5 percent of the 267 districts with vacancies). Sixty-three percent of the districts reported that they used substitute teachers for unfilled positions.
- In 2002, 4.6 percent of the teachers in regular classrooms were on temporary licenses or long-term substitute contracts. In special education classrooms the percentage was 16.8. None of these teachers meets the federal standard as “highly qualified.”
- When hiring new teachers (teachers who did not teach in the district the previous year), districts most frequently hired experienced teachers returning to teaching, followed by newly licensed teachers with no prior teaching experience, and then

by teachers who had taught the year before but were moving from a different Ohio district.

- In calendar year 1999, 4,147 persons graduated and received licenses to teach in Ohio. Only 2,839 of these (68.5 percent) worked as teachers or in teaching-related positions in Ohio public schools during the next four school years.

Policy Implications

- The combination of the reserve pool and new graduates appears to provide an overall adequate supply of regular teachers in Ohio given the enrollment forecasts. However, as experienced teachers from the reserve pool return to schools, it will be important that they meet the federal requirements for being “highly qualified.”
- Special programs and policies will continue to be needed for specific teaching areas where shortages are likely to continue: science and math, particularly at the middle school level, and foreign language.
- Attention continues to be needed to be given to the under-supply of special education teachers.
- With the use of temporary licenses as the most frequent strategy for filling vacant positions, the Department should develop incentives for teachers working under a temporary license to complete the requirements for full licensure as quickly as possible, as these teachers will not meet the definition of “highly qualified” required by the federal government.

Higher Education Pipeline

- The results of the pipeline survey show that there is substantial misalignment between enrollments in higher education licensure programs and the high-need staffing areas in Ohio schools.
 - Graduates in early childhood (serving grades K-3) licensure programs account for 30.9 percent of the total number of education graduates in institutions of higher education that responded to the pipeline survey, while middle childhood graduates (serving grades 4-9) account for 9.9 percent of the total. The middle school licensure program does not seem to attract sufficient numbers to meet staffing needs in Ohio middle schools.
 - Students graduating in special education (9.4 percent of the total) were more than graduates in secondary mathematics (3.3 percent) and all the science licensure areas (3.4 percent) combined.

- Graduates of Ohio teacher education programs perform better (approximately 93 percent pass rate) on the Praxis II exam than the national pass rate (approximately 70 percent).
- Approximately 20-25 percent of education graduates do not apply for a teaching license in Ohio.

Policy Implications

- Incentives are needed to attract students to high-need areas such as mathematics and the various science licenses. These might take the form of tuition support, signing bonuses, or differential pay scales.
- Information from university and college placement officers indicates that many students seeking the middle school license prefer to teach in the fourth and fifth grades. After seeking feedback from educators about the effects of the current middle school license requirements, the Ohio Department of Education has recommended changes. It is too soon to determine if these changes will encourage additional participation in middle school license preparation programs.

Ohio Teacher Workforce in Community Schools

- Despite their rapid growth from 1999-2003, community schools employ only about 1.0 percent of Ohio's public school teachers. Teachers in community schools tend to be younger and less experienced than their counterparts in regular school districts. Sixty-four percent of community-school teachers were under 40 years of age in FY03, as compared to 41 percent in regular districts.
- Even more dramatic is the finding that 80 percent of teachers in community schools have 5 or fewer years of experience, as compared to 33 percent in regular school districts.
- Rates of teacher attrition and mobility in community schools are considerably higher than in regular districts, with nearly half of community-school teachers leaving or moving in each year from FY00-FY02. Fewer than 60 percent of teachers who taught in community schools in FY02 returned to the same community school in FY03. By comparison, in regular districts approximately 90 percent of teachers returned to the same district in FY03.
- In 2002, 2.5 percent of community school teachers worked on temporary licenses and 36.4 percent of community school teachers were long-term substitutes.

Policy Implications

- While one might expect a younger, less experienced, and more transient workforce in the beginning stages of Ohio's community schools, in light of the significantly higher turnover and preponderance of younger, less experienced teachers in these schools, special attention may need to be paid to staffing of Ohio's community schools. When community schools are creating their proposals, they should be required to address issues of recruitment and retention of qualified teachers.

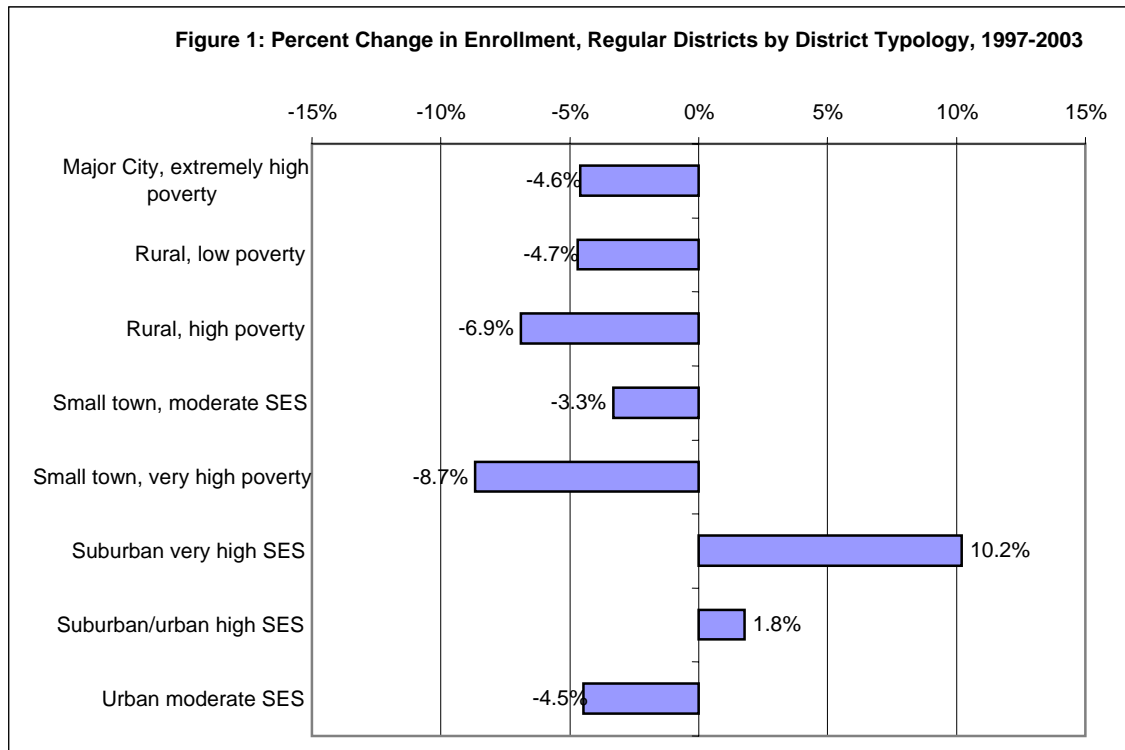
STUDENT ENROLLMENT

- **1997-2003 Data**
- **2002-2008 Forecasts**

STUDENT ENROLLMENT

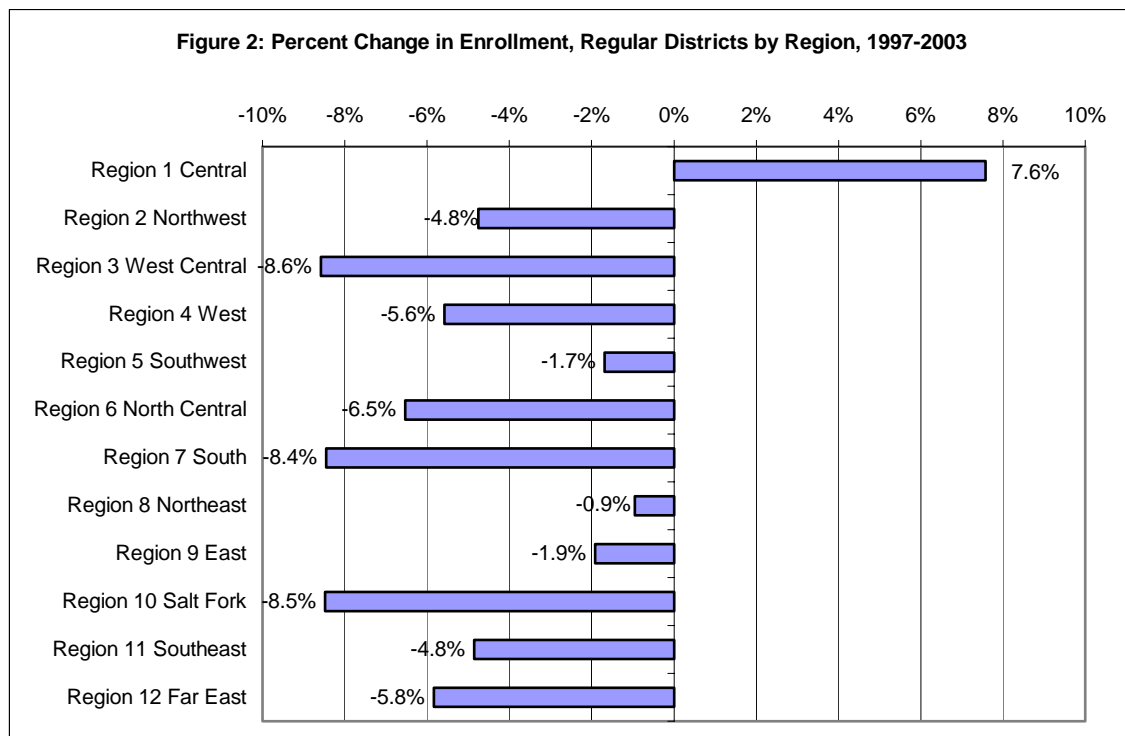
Enrollment 1997-2003

- Total K-12 enrollment in Ohio's regular districts declined by 45,800 students or 2.5 percent between 1997 and 2003, reaching a level of 1,799,000 in 2003.
- Enrollments have declined most rapidly in small town districts with very high poverty and rural poor districts. The decline in these areas was 8.7 percent and 6.9 percent, respectively.
- All major city districts except Cleveland and Columbus lost enrollment over this period.
- At the same time, enrollments increased by 10.2 percent in suburban districts with very high socio-economic status, and by 1.8 percent in suburban/urban districts with high socio-economic status.



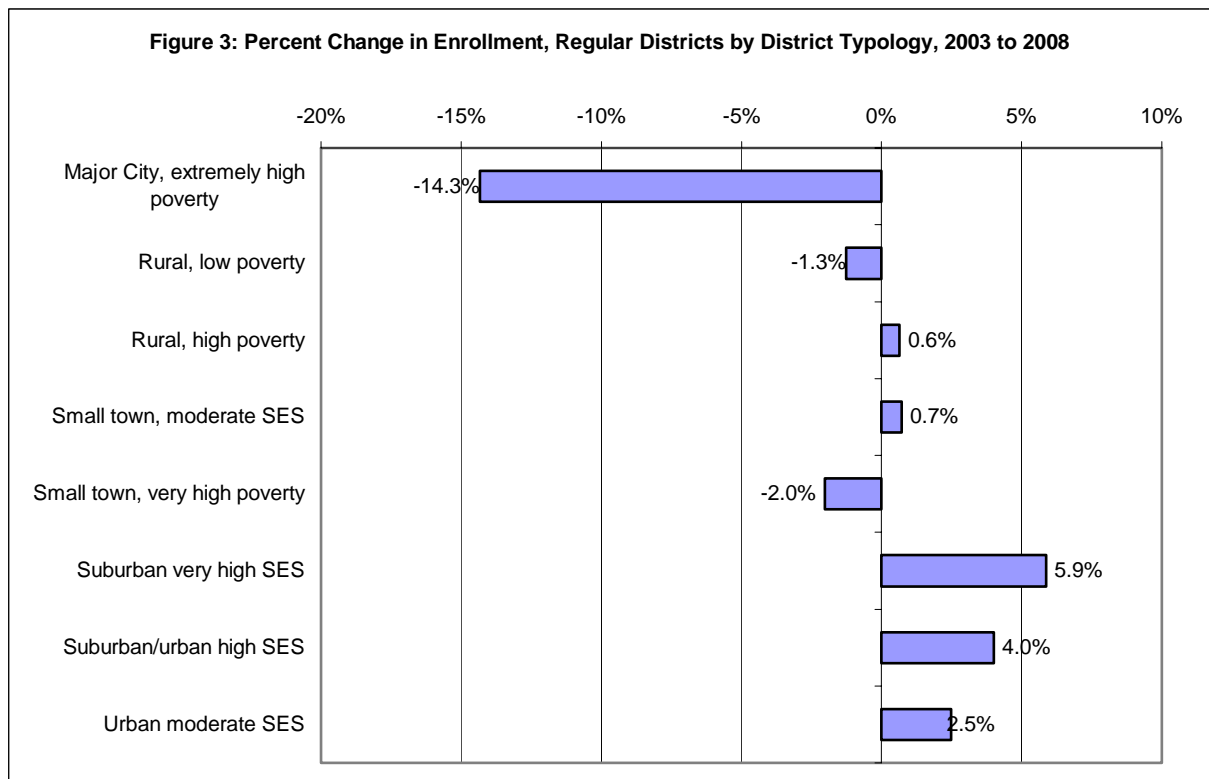
Enrollment Trends by Region, 1997-2003

- Enrollments declined between 1997 and 2003 in every region of the state except central Ohio.
- Enrollment dropped by more than 8.0 percent in the west central region (region 3), the south (region 7), and the Salt Fork region (region 10).
- Enrollment grew by 7.6 percent in the central region (region 1), driven by rapid growth in the suburban districts around Columbus. Columbus Public Schools also gained enrollment over this period.



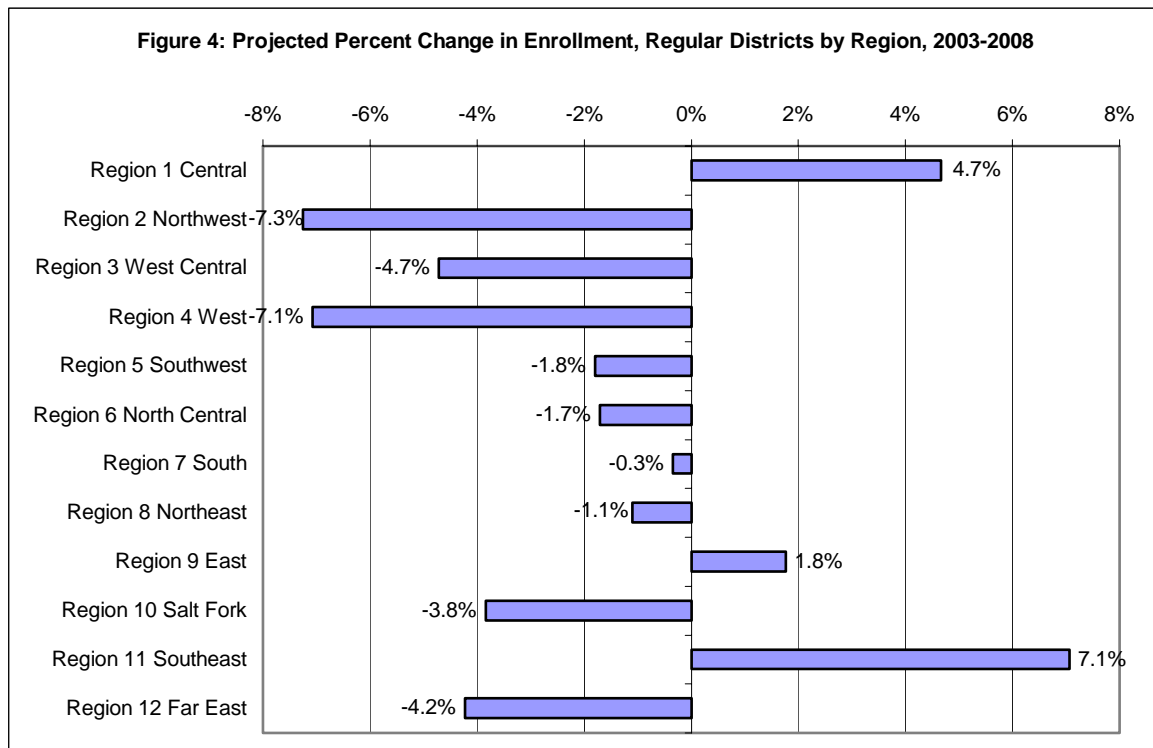
Enrollment Forecasts, 2003-2008

- According to Ohio Department of Education enrollment forecasts, K-12 enrollment is expected to continue to decline between 2003 and 2008, dropping by 23,700 students.
- Enrollment will decline most rapidly in major city districts, where a 14.3 percent decline is expected. Less rapid declines are expected in rural low poverty districts and small town high poverty districts.
- Significant enrollment growth is expected in the suburban districts and urban districts with moderate socio-economic status. Slight growth is expected in poor rural and small town moderate SES districts.



Enrollment Forecasts by Region, 2003-2008

- Projected rates of change in K-12 enrollment vary considerably among the state's regions.
- The southeast region (region 11) is expected to grow the most rapidly, gaining about 7.1 percent. A small growth rate of 1.8 percent is forecast for the east (region 9).
- Enrollment growth is expected to continue in central Ohio, with a gain of 4.7 percent.
- Enrollment declines are expected in all other regions, with the most rapid declines in the northwest (region 2), and the west (region 4).



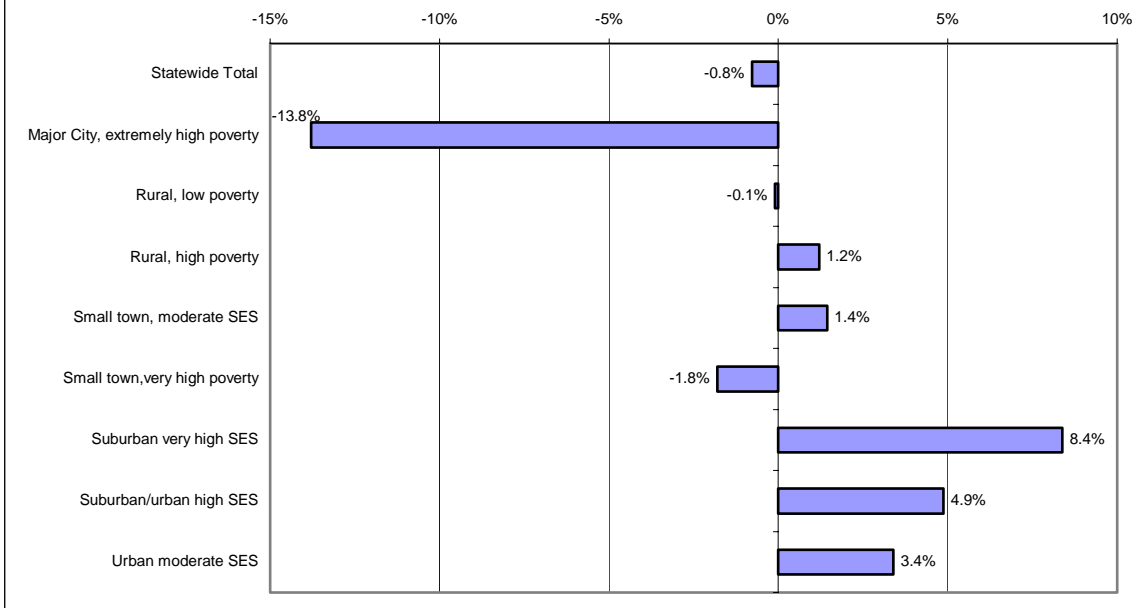
Regular Teacher Staffing in 2008 with Constant Student/Teacher Ratios

- Assuming enrollment per teacher ratios remain at their 2003 levels, the number of regular teachers staffing Ohio's regular districts would be about 84,500 in 2008, down by nearly 700 teachers or 0.8 percent from the 2003 staffing level.
- In this baseline forecast, teacher staffing levels would increase most in the types of districts where enrollment is expected to grow fastest: suburban districts and urban districts with moderate socio-economic status. Altogether, staffing in these districts would grow by nearly 1,800 teachers.
- Teacher staffing would also increase slightly in poor rural districts and small town moderate SES districts, up 1.2 percent and 1.4 percent, respectively.
- Teacher staffing levels would decline most rapidly in major city districts, down 13.8 percent or about 2,500 teachers.

Table 1: Regular Teacher Staffing Levels, Regular Districts, by District Typology, 1997, 2003, and 2008 Baseline Forecast

District Typology	1997	2003	2008 Baseline Forecast	Change, 2003-2008	Percent Change, 2003-2008
Statewide Total	74,838	85,899	84,475	(667)	-0.8%
Major City, extremely high poverty	14,636	18,409	15,770	(2,521)	-13.8%
Rural, low poverty	8,082	8,924	8,811	(9)	-0.1%
Rural, high poverty	5,223	5,838	5,875	70	1.2%
Small town, moderate SES	9,869	10,986	11,064	158	1.4%
Small town, very high poverty	7,103	7,621	7,467	(137)	-1.8%
Suburban very high SES	6,535	7,775	8,232	637	8.4%
Suburban/urban high SES	15,070	17,203	17,893	831	4.9%
Urban moderate SES	8,291	9,031	9,256	304	3.4%

Figure 5: Percent Change in Number of Regular Teachers (205), by District Typology, 2003-2008, Baseline Forecast



Regular Teacher Staffing in 2008: Assuming Lower Student/Teacher Ratios

- Alternative regular teacher staffing forecasts can be made by changing the assumption regarding enrollments per teacher.
- The “high” alternative forecast assumes that enrollments per teacher will continue to fall, and estimates the ratio using a statistical extrapolation.
- Under this alternative, the enrollment-teacher ratio for the state as a whole drops from 20.9 in 2003 to 19.0 in 2008.
- The number of regular teachers required to attain this enrollment-teacher ratio is about 93,700, a gain of 8,500 teachers from 2003 or a growth of 10.0 percent.
- Under this assumption, all types of districts would require higher teacher staffing levels in 2008. Several types of districts would experience more than a ten percent increase in the number of teachers required: suburban very high SES districts (15.7 percent), suburban high SES districts (14.4 percent), poor rural districts (13.1 percent), urban moderate SES districts (12.6 percent), and small town moderate SES districts (12.1 percent).

Table 2: Regular Teacher Staffing Levels, Regular Districts, by District Typology, 1997, 2002, and 2008 Forecast – High Alternative

District Typology	Number of Teachers, 1997	Number of Teachers, 2003	Number of Teachers, 2008 High Alternative Forecast	Change, 2003-2008	Percent Change, 2003-2008
Statewide Total	74,838	85,899	93,664	8,521	10.0%
Major City, extremely high poverty	14,636	18,409	18,340	50	0.3%
Rural, low poverty	8,082	8,924	9,697	876	9.9%
Rural, high poverty	5,223	5,838	6,565	760	13.1%
Small town, moderate SES	9,869	10,986	12,227	1,321	12.1%
Small town, very high poverty	7,103	7,621	8,339	734	9.7%
Suburban very high SES	6,535	7,775	8,784	1,190	15.7%
Suburban/urban high SES	15,070	17,203	19,522	2,461	14.4%
Urban moderate SES	8,291	9,031	10,082	1,129	12.6%

Regular Teacher Staffing in 2008: Assuming Increasing Student/Teacher Ratios

- Under the “low” alternative forecast of teacher staffing level requirements in 2008, enrollment to teacher ratios are assumed to increase back up to the average seen for 1998-2000.
- This alternative shows the enrollment-teacher ratio for the state at 22.8, compared to 20.9 in 2003.
- The number of regular teachers required at this enrollment-teacher ratio would be about, 78,000, down by 7,200 or 8.4 percent from 2003.
- All types of districts except the wealthy suburban districts would experience staffing declines under the “low” alternative. Staffing in the wealthy suburban districts would rise by 4.2 percent or about 300 teachers.
- The most rapid decline would be in major city districts, which would need 4,700 or 25.7 percent fewer teachers compared with 2003 staffing levels. This reflects a combination of declining enrollment levels and reversing the decline in enrollment-teacher ratios, which have decreased faster in recent years for these districts than for any other type of district.

Table 3: Regular Teacher Staffing Levels, Regular Districts, by District Typology, 1997, 2003, and 2008 Forecast – Low Alternative

Teachers 205	Number of Teachers, 1997	Number of Teachers, 2003	Number of Teachers, 2008 Low Alternative Forecast	Change, 2003-2008	Percent Change, 2003-2008
Statewide Total	74,838	85,899	77,957	(7,185)	-8.4%
Major City, extremely high poverty	14,636	18,409	13,591	(4,700)	-25.7%
Rural, low poverty	8,082	8,924	8,091	(730)	-8.3%
Rural, high poverty	5,223	5,838	5,272	(532)	-9.2%
Small town, moderate SES	9,869	10,986	10,358	(549)	-5.0%
Small town, very high poverty	7,103	7,621	6,849	(756)	-9.9%
Suburban very high SES	6,535	7,775	7,914	319	4.2%
Suburban/urban high SES	15,070	17,203	16,981	(81)	-0.5%
Urban moderate SES	8,291	9,031	8,675	(277)	-3.1%

Ohio Teacher Workforce

DEMOGRAPHICS

- **Employment Data**
- **Gender**
- **Race & Ethnicity**
- **Age**
- **Experience**
- **Education and Licensure**
- **Enrollment per Teacher**

OHIO TEACHER WORKFORCE DEMOGRAPHICS

Teacher Employment by Type of Local Education Agency and Job Position

As used here, a “teacher” includes a teacher in a regular classroom, special education teachers, and vocational teachers. (These teachers have the position assignment codes 205, 206, and 207, respectively, in the EMIS data collection system.) Ohio Local Education Agencies include the “regular” 612 K-12 school districts, 49 joint vocational school districts (JVSD) , 60 education service centers (ESC), and community schools. Teachers in private schools are not included in any total presented in the report.

Table 4 shows the number of teachers employed in each type of Local Education Agency for the period 1997 through 2003

- Overall, the total number of teachers employed in Ohio public schools increased by 17.3 percent from 1997 to 2003.
- The percentage of teachers employed by regular school districts fell by 2 percentage points over this time period. However, in 2003 regular K-12 school districts still account for about 95 percent of all classroom teachers employed in public schools.
- ESC and JVSD schools each employ about 2 percent of classroom teachers. In 2003, community schools employed about 1 percent of the public school teachers.

District Type	1997	1998	1999	2000	2001	2002	2003	Percent Increase
Regular K-12	90,309	95,118	97,100	99,337	99,562	102,588	103,784	14.9%
ESC	1,075	1,458	1,514	1,644	1,747	1,808	1,893	76.1%
JVSD	1,947	2,053	2,041	2,109	2,326	2,345	2,378	22.1%
Community	-	-	126	405	575	930	1,439	--
Total	93,331	98,629	100,781	103,494	104,210	107,672	109,493	17.3%
Percent in Regular K-12	96.8%	96.4%	96.3%	96.0%	95.5%	95.3%	94.8%	

Throughout the remainder of this report, ESC and JVSD data will not receive further detailed scrutiny. Community schools are analyzed in their own section later in the report.

Table 5: Teachers Employed in Regular School Districts by Position, 1997 - 2003								
Position Type	1997	1998	1999	2000	2001	2002	2003	Percent Increase
Regular Classroom	74,838	78,361	80,630	82,651	82,726	85,142	85,899	14.8%
Special Education	11,320	12,113	12,296	12,782	13,144	13,818	14,415	27.3%
Vocational	4,153	4,376	4,174	3,904	3,692	3,628	3,470	-16.4%
Total	90,309	95,118	97,100	99,337	99,562	102,588	103,784	14.9%
Percent Regular Classroom	82.9%	82.4%	83.0%	83.2%	83.1%	83.0%	82.8%	

Table 5 shows the number of teachers employed in the 612 regular K-12 Ohio school districts, according to their position type.

- The percentage increase in special education teachers from 1997 to 2003 was nearly twice that of regular classroom teachers.
- The number of vocational teachers decreased by 16.4 percent over this time frame.
- Overall, the percentage of regular classroom teachers remained at roughly 83 percent of teachers employed.

Teacher Employment by Gender and Race

Table 6 shows the percentage of teachers who are female.

District Type	1997	1998	1999	2000	2001	2002	2003
Regular	73.4%	73.4%	73.7%	74.1%	74.5%	74.5%	74.5%
ESC	88.1%	88.4%	86.7%	86.6%	85.4%	84.0%	84.1%
JVSD	59.6%	60.1%	60.0%	60.2%	59.8%	59.3%	58.9%
Community			81.0%	76.9%	75.3%	74.6%	74.9%
Overall	73.4%	73.4%	73.7%	74.1%	74.5%	74.5%	74.5%

- In 2003, 74.5 percent of the teachers in regular school districts were female.
- Approximately, 84 percent of ESC teachers were female, and about 59 percent of JVSD teachers were female.
- From 2001 to 2003, community schools show the same percentage of female teachers as regular school districts.

Position Type	1997	1998	1999	2000	2001	2002	2003
Regular Classroom	72.5%	72.4%	72.7%	73.2%	73.5%	73.4%	73.3%
Special Education.	85.6%	85.5%	85.5%	85.5%	85.9%	85.7%	85.5%
Vocational	56.9%	57.3%	57.3%	57.7%	57.8%	58.1%	58.6%
Total	73.4%	73.4%	73.7%	74.1%	74.5%	74.5%	74.5%

Table 7 shows the percentage of female teachers in Ohio’s 612 regular K-12 school districts according to their teaching position.

- As was the case in Table 6, a higher percentage of special education teachers are female and a lower percentage of vocational education teachers are female, as compared to regular classroom teachers.

Table 8: Total Teachers in Regular School Districts by Race, 1997 -2003

Race	1997	1998	1999	2000	2001	2002	2003	Percent Increase
White	83,957	88,291	90,199	92,241	93,001	94,948	95,880	14.2%
Black	5,667	6059	6,124	6,298	5,787	6,729	6,945	22.6%
Other	685	768	777	798	774	912	958	39.7%
Total	90,309	95,118	97,100	99,337	99,562	102,588	103,784	14.9%

- Table 8 shows that the number of black teachers grew almost twice as fast (22.6 percent) as the number of white teachers (14.2 percent) during the period from 1997 through 2003. In spite of the gains, the percentage of the total in 2003 was about 7 percent.
- The number of “Other” minority teachers increased by 39.7 percent. These minorities include Asian and Hispanic teachers as well as a few teachers of unknown racial background.

Table 9: Comparison of Percentages of Teachers and Students in Regular School Districts by Race, 1997 - 2003

Teacher Percentages by Race	1997	1998	1999	2000	2001	2002	2003
White Teachers	92.9%	92.8%	92.9%	92.9%	93.4%	92.5%	92.4%
Black Teachers	6.3%	6.4%	6.3%	6.3%	5.8%	6.6%	6.7%
Other Teachers	0.8%	0.8%	0.8%	0.8%	0.8%	0.9%	0.9%
Student Percentages by Race							
White Students	81.4%	81.0%	80.7%	80.4%	80.0%	79.6%	79.2%
Black Students	15.4%	15.6%	15.7%	15.7%	15.8%	15.8%	15.8%
Other Students	3.2%	3.4%	3.6%	3.9%	4.2%	4.6%	5.0%

- Table 9 shows that while the number of minority teachers increased much more rapidly from 1997 to 2003 than did the number of white teachers, the overall percentage of minority teachers increased very little (7.1 percent to 7.6 percent).
- In comparison to the percentage of minority students, black teachers and other minority teachers continue to be dramatically under-represented in the teaching population.

Table 10: Percentage of White and Black Teachers According to the Department of Education's School District Typology, 1997 – 2003							
Typology Category	1997	1998	1999	2000	2001	2002	2003
White Teachers							
Rural-High Poverty-Low SES	99.7%	99.7%	99.6%	99.7%	99.7%	99.7%	99.7%
Rural-Low Poverty-Low SES	99.8%	99.8%	99.8%	99.8%	99.8%	99.8%	99.7%
Small Town-Moderate SES	99.5%	99.5%	99.6%	99.5%	99.5%	99.5%	99.5%
Low SES-Very High Poverty	97.3%	97.3%	97.1%	97.3%	97.4%	97.6%	97.7%
Urban-Moderate SES	95.6%	95.6%	95.5%	95.2%	95.3%	95.1%	95.2%
Major Urban-Very High Poverty	74.4%	74.3%	75.0%	74.8%	76.2%	73.7%	72.7%
Urban/Suburban-High SES	97.5%	97.4%	97.4%	97.4%	97.6%	97.5%	97.5%
Urban/Suburban-Very High SES	96.6%	96.6%	97.0%	97.1%	97.3%	97.4%	97.2%
Total	93.0%	92.8%	92.9%	92.9%	93.4%	92.6%	92.4%
Black Teachers							
Rural-High Poverty-Low SES	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Rural-Low Poverty-Low SES	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Small Town-Moderate SES	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Low SES-Very High Poverty	2.3%	2.3%	2.4%	2.3%	2.2%	2.1%	2.0%
Urban-Moderate SES	4.0%	3.9%	4.1%	4.3%	4.2%	4.5%	4.4%
Major Urban-Very High Poverty	23.4%	23.4%	22.7%	22.9%	21.4%	23.7%	24.5%
Urban/Suburban-High SES	2.1%	2.2%	2.2%	2.2%	2.0%	2.0%	2.0%
Urban/Suburban-Very High SES	2.1%	2.1%	2.0%	2.0%	1.9%	1.8%	1.9%
Total	6.3%	6.4%	6.3%	6.3%	5.8%	6.6%	6.7%

- Table 10 shows the percentage of teachers who are black and white in each of the Ohio Department of Education's 8 district typology categories. The percentage of other minority teachers is not shown for space considerations. It equals the difference between 100 percent and the sum of the black and white percentages.
- The percentage of teachers who are black only exceeds 2 percent in two categories of schools: major urban-very high poverty and urban-moderate SES. The percentage of other minority teachers never exceeds 3% (major urban-very high poverty).
- In 2003, 81 percent of black teachers and 67 percent of all other minority teachers taught in major urban-very high poverty school districts.
- In the same year, 87 percent of black teachers and 77 percent of all other minority teachers taught in just two categories: major urban – very high poverty school districts and urban/suburban high SES school districts.

Age Trends

The average age of Ohio teachers was 42 in 1997, and it remains 42 in 2003. However, the median age has fallen from about 45 to between 42 and 43.

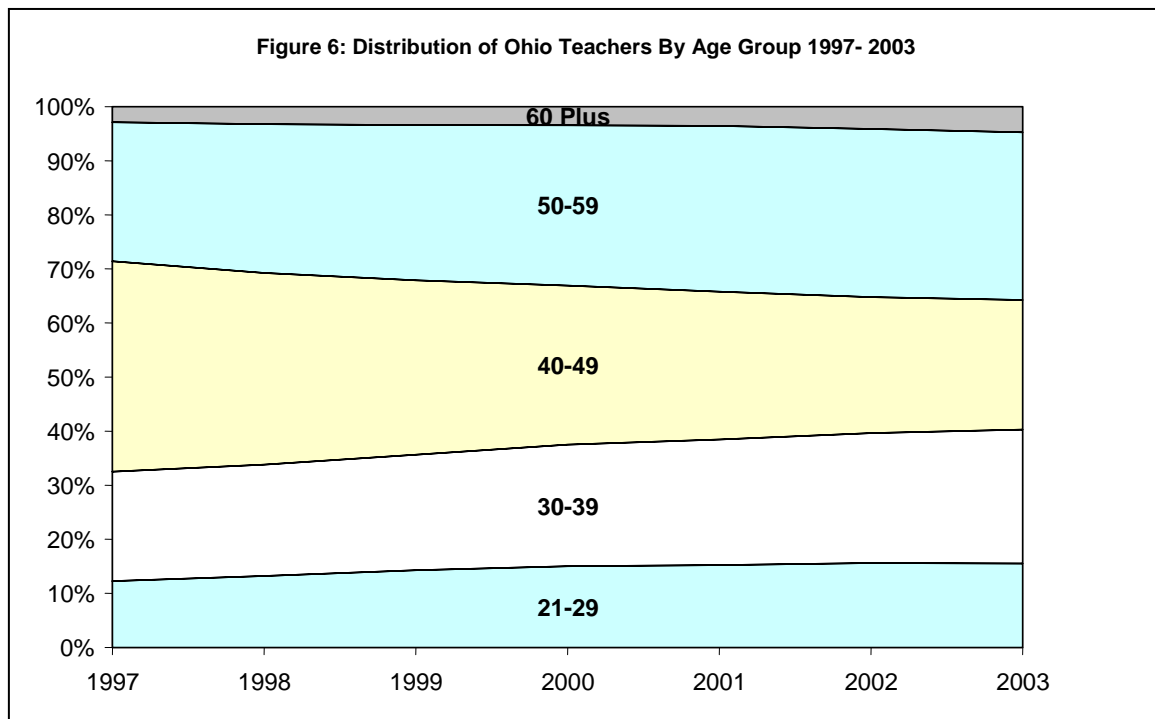


Table 11 shows the same data as graphically presented in Figure 6.

Age Group	1997	1998	1999	2000	2001	2002	2003
21-29	12.2%	13.2%	14.3%	15.0%	15.2%	15.6%	15.5%
30-39	20.3%	20.6%	21.3%	22.5%	23.3%	24.0%	24.8%
40-49	38.9%	35.5%	32.3%	29.4%	27.3%	25.2%	24.0%
50-59	25.7%	27.5%	28.7%	29.7%	30.7%	31.1%	31.0%
60 Plus	2.9%	3.2%	3.4%	3.4%	3.5%	4.1%	4.7%

- The relative share of teachers in the youngest and oldest age groups increased. Increases also occurred in the second youngest group (30-39) and the second oldest group (50-59). The share of the middle group of teachers in their forties fell dramatically by 15 percentage points from almost 39 percent to 24 percent.

- This is largely the result of the fact that the teacher cohort following the baby boomer cohort is relatively small because fewer teachers were hired. Thus, whatever age group includes this post baby boomer cohort will represent a smaller share of the total.
- These data can be compared to Table 47 later in this report to show that teachers in community schools tend to be younger than teachers in regular school districts.

Experience Trends

The average experience³ level of Ohio teachers equaled about 15 years in 1997. By 2003, that average had fallen to about 13 years. The median level of experience fell over the same period slightly more than 15 years to just over 10 years.

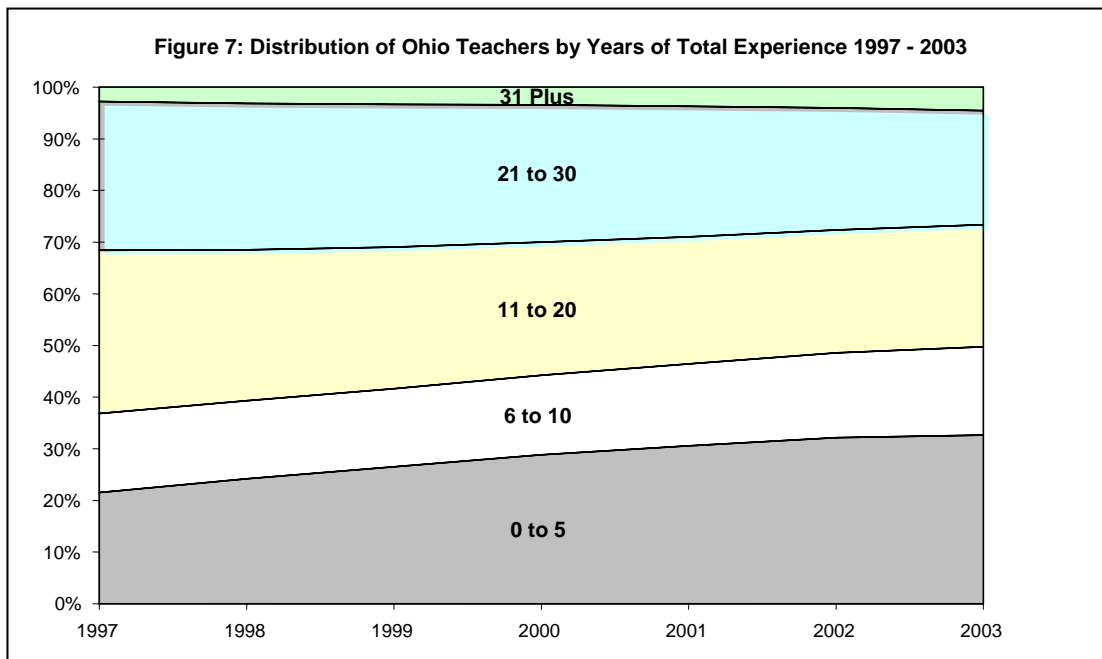


Table 12: Distribution of Ohio Teachers by Years of Total Experience, 1997 - 2003

Years of Experience	1997	1998	1999	2000	2001	2002	2003
0 to 10	36.8%	39.3%	41.6%	44.2%	46.4%	48.5%	49.7%
0 to 5	21.5%	24.2%	26.5%	28.8%	30.6%	32.1%	32.6%
6 to 10	15.3%	15.1%	15.1%	15.4%	15.8%	16.4%	17.1%
11 to 20	31.6%	29.2%	27.4%	25.8%	24.6%	23.8%	23.6%
21 to 30	28.8%	28.3%	27.7%	26.6%	25.3%	23.6%	22.1%
31 Plus	2.8%	3.2%	3.3%	3.4%	3.7%	4.0%	4.5%

³Analysis here has discovered that the number of teachers with zero years of experience has been over-reported by school districts. Because it is likely that many of the teachers reported with zero years of experience fall in the zero to five years category, the general trends summarized in the table and chart above are believed to be accurate within reason.

- The percentage of teachers with 10 or fewer years of experience has increased from approximately 37 percent to about 50 percent since 1997.
- Teachers with five or fewer years of experience accounted for just over one in five teachers in 1997. Now these least experienced teachers account for one teacher out of every three.
- The percentage of teachers with 11 to 20 years of experience fell by eight percentage points. Teachers between 20 and 30 years of experience fell by almost as much – seven percentage points.
- At the same time the percentage of teachers with more than 30 years of experience has increased from 3 percent to 5 percent.

Teacher Level of Education

Table 13 summarizes education attainment of regular classroom teachers, special education teachers, and vocational teachers from 1997 to 2003. The “Other” category includes “education specialist degrees,” other unspecified degrees, and teachers where no data were reported for the degree item in the EMIS records.

- The percentage of teachers with master’s degrees in the 612 regular school districts has slightly increased by two percentage points since 1997.

Degree Level	1997	1998	1999	2000	2001	2002	2003
Bachelor	48,825	51,350	52,570	53,042	53,059	56,386	53,741
Master	40,980	43,225	43,736	44,100	44,846	45,348	48,837
Doctor	259	283	269	267	260	250	295
Other	245	261	525	1,928	1,397	604	910
Total	90,310	95,119	97,100	99,337	99,562	102,588	103,784
Bachelor	54.1%	54.0%	54.1%	53.4%	53.3%	55.0%	51.8%
Master	45.4%	45.4%	45.0%	44.4%	45.0%	44.2%	47.1%
Doctor	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%
Other	0.3%	0.3%	0.5%	1.9%	1.4%	0.6%	0.9%

Teacher Licensure

Table 14 provides data on the percentage of teachers with temporary and long-term substitute teaching licenses. Utilization of teachers with these licenses is often an indication that the school or district was unable to hire a teacher with a provisional or professional license in the area in which they will be teaching.

Percentages are provided for regular classroom, special education, and vocational teachers. Data in Table 14 combine teachers teaching in regular K-12 school districts and in community schools.

Table 14: Percentage of Temporary and Long-term Substitute Licenses by Position Type, 1999-2002 (Regular Schools and Community Schools)				
Position Type	1999	2000	2001	2002
Percent Temporary Licenses				
Regular Classroom	2.7%	3.4%	2.8%	1.7%
Special Education	13.4%	15.6%	16.3%	13.8%
Vocational	17.0%	12.5%	9.5%	6.5%
Total Teachers	5.1%	5.6%	5.1%	3.7%
Percent Long-term Substitutes				
Regular Classroom	0.0%	0.4%	1.5%	2.9%
Special Education	0.0%	0.4%	1.1%	3.0%
Vocational	0.0%	0.2%	0.5%	1.5%
Total Teachers	0.0%	0.4%	1.4%	2.9%

- Regular classroom teachers comprise approximately 80 percent of the teachers in table 14, while special education teachers account for roughly 14 percent, and vocational teachers make up the remaining 6 percent.
- The percentage of Special Education teachers with temporary licenses is far higher than the rate for regular classroom teachers.
- Reliance on temporary licenses for vocational teachers has been steadily decreasing from 1999 to 2002.
- Utilization of long-term substitutes as vocational teachers is at half the rate for which long-term substitutes are utilized for regular classroom teachers and for special education teachers.

Table 15 summarizes the percentage of temporary and long-term substitute licenses for regular classroom teachers by school type.

- In 2002, regular schools employ roughly 95 percent of teachers, special needs schools and community schools slightly more than 1 percent and teachers with no fixed school assignment comprising almost 2.5% of regular teachers.
- In each of the 4 years, regular schools showed the lowest reliance on teachers with temporary licenses.
- Special needs schools employ regular teachers with temporary licenses at a much higher rate than do regular schools. The use of long-term substitutes is also higher in special needs schools.
- The highest rate of long-term substitute employment is in the category of district-wide appointments. This suggests that districts may employ these teachers in a “floating” capacity where they can be used as needed.
- The rate at which community schools employ teachers with temporary licenses has fallen steadily since 2000, however the rate at which they employ long-term substitutes has gone up even faster.

Table 15: Percentage of Temporary and Long-term Substitute Licenses of Regular Classroom Teachers by School Type, 1999-2002

School Type ⁴	1999	2000	2001	2002
Percent Temporary Licenses				
Regular Schools	2.4%	2.6%	2.2%	1.5%
Special Needs Schools	13.3%	11.8%	14.6%	10.1%
District-Wide Appointments	12.2%	25.0%	17.9%	5.0%
Community Schools	7.8%	21.7%	11.5%	2.5%
Percent Long-term Substitutes				
Regular Schools	0.0%	0.2%	0.8%	2.2%
Special Needs Schools	0.0%	0.4%	1.9%	3.7%
District-Wide Appointments	0.1%	4.8%	19.0%	14.6%
Community Schools	0.0%	8.3%	23.8%	36.4%

⁴ Regular schools are typical elementary, middle, junior high, and high schools. Special needs schools include vocational schools, special education schools and a small number of other schools. District –wide appointments refers to teachers who are not assigned to a specific school in their district.

Enrollments and Regular Teachers, 1997-2003

Table 16 summarizes a variety of measures of statewide student enrollment, commonly referred to as average daily membership (ADM), and ratios of enrollment to teachers.

Category	1997	1998	1999	2000	2001	2002	2003
Total P-12 ADM	1,844,621	1,846,984	1,839,770	1,826,686	1,817,637	1,806,924	1,802,615
Non-Disability (Regular ADM)	N.A.	1,645,433	1,628,543	1,609,616	1,595,289	1,579,731	1,568,243
Disability ADM (Special Ed ADM)	N.A.	201,551	211,227	217,070	222,348	227,193	234,372
Total ADM/ Total Teachers	20.4	19.4	18.9	18.4	18.3	17.6	17.4
Total ADM/ Regular Teachers	24.6	23.5	22.8	22.1	22.0	21.2	21.0
Regular ADM / Regular Teachers	N.A.	21.0	20.2	19.5	19.3	18.6	18.3
Special Ed ADM / Spec Ed Teacher	N.A.	16.6	17.2	17.0	16.9	16.4	16.3

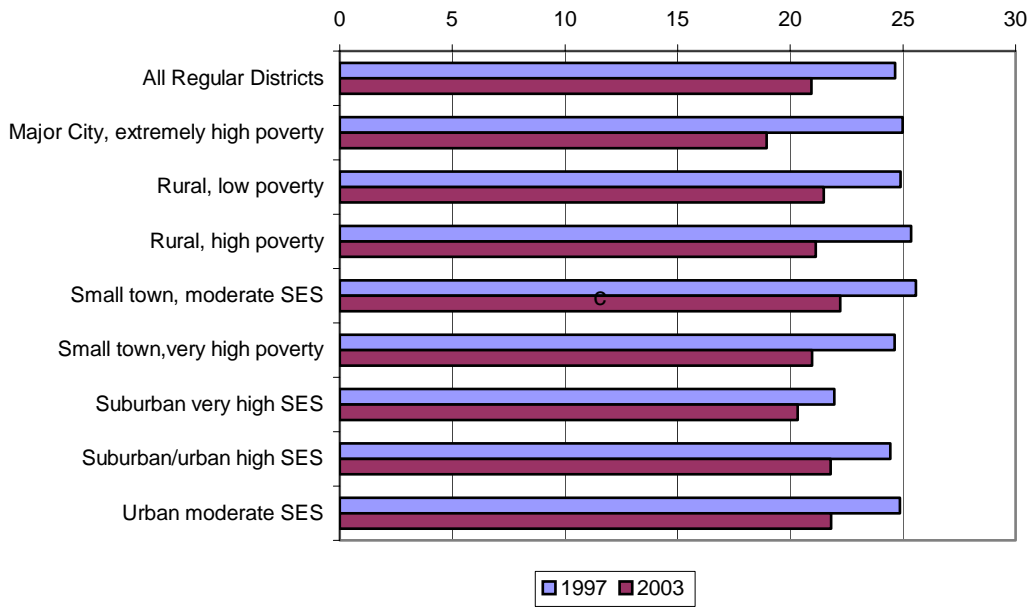
- Increases in the total number of teachers combined with declines in total enrollment led to decreases in the overall student teacher ratio in Ohio's 612 school districts from 1997 to 2003. This was the case whether total ADM was divided by total teachers or just by regular classroom teachers.
- This same pattern was also apparent when the ratio of regular (non-disability) ADM to regular classroom teachers is examined.
- Increases in both the number of special education teachers and students left the special education. Pupil/teacher ratio at approximately the same level in 2003 (16.3) as it was in 1998 (16.6).

Tables 17 and 18 and graphs 8 and 9 examine total enrollment per regular teacher in more detail.

- Ohio’s regular school districts had 21.2 K-12 students per regular teacher in 2002. This number has declined from 24.6 since 1997.
- The enrollment per teacher ratio has declined for all types of regular districts, with the most rapid decline found in major city districts. For these districts, the ratio has dropped from 25.0 in 1997 to 18.6 in 2002. By 2002, major city districts had the lowest enrollment per teacher ratio among all district typologies.
- The ratio for poor rural districts also dropped rapidly, from 25.4 to 21.6.
- The smallest decline in enrollments per teacher was in suburban districts with very high socio-economic status, where the ratio dropped from 22.0 to 20.6.

District Typology	1997	1998	1999	2000	2001	2002	2003	Change, 1997-2003	Percent Change, 1997-2003
All Regular Districts	24.6	23.5	22.8	22.1	22.0	21.2	20.9	(3.7)	-15.0%
Major City, extremely high poverty	25.0	23.3	21.9	20.8	21.4	18.6	19.0	(6.0)	-24.2%
Rural, low poverty	24.9	23.9	23.4	22.8	22.7	22.1	21.5	(3.4)	-13.7%
Rural, high poverty	25.4	24.5	23.6	22.5	22.4	21.6	21.1	(4.2)	-16.7%
Small town, moderate SES	25.6	24.2	23.7	23.2	22.8	22.7	22.2	(3.4)	-13.1%
Small town, very high poverty	24.6	23.7	22.8	22.1	22.2	21.5	21.0	(3.7)	-14.9%
Suburban very high SES	21.9	21.3	21.3	20.9	20.3	20.6	20.3	(1.6)	-7.4%
Suburban/urban high SES	24.4	23.3	23.1	22.4	22.3	22.1	21.8	(2.6)	-10.8%
Urban moderate SES	24.9	23.8	23.2	22.8	22.8	22.3	21.8	(3.1)	-12.3%

Figure 8. Enrollment to Teacher Ratios by District Typology, Regular Teachers, 1997 and 2003



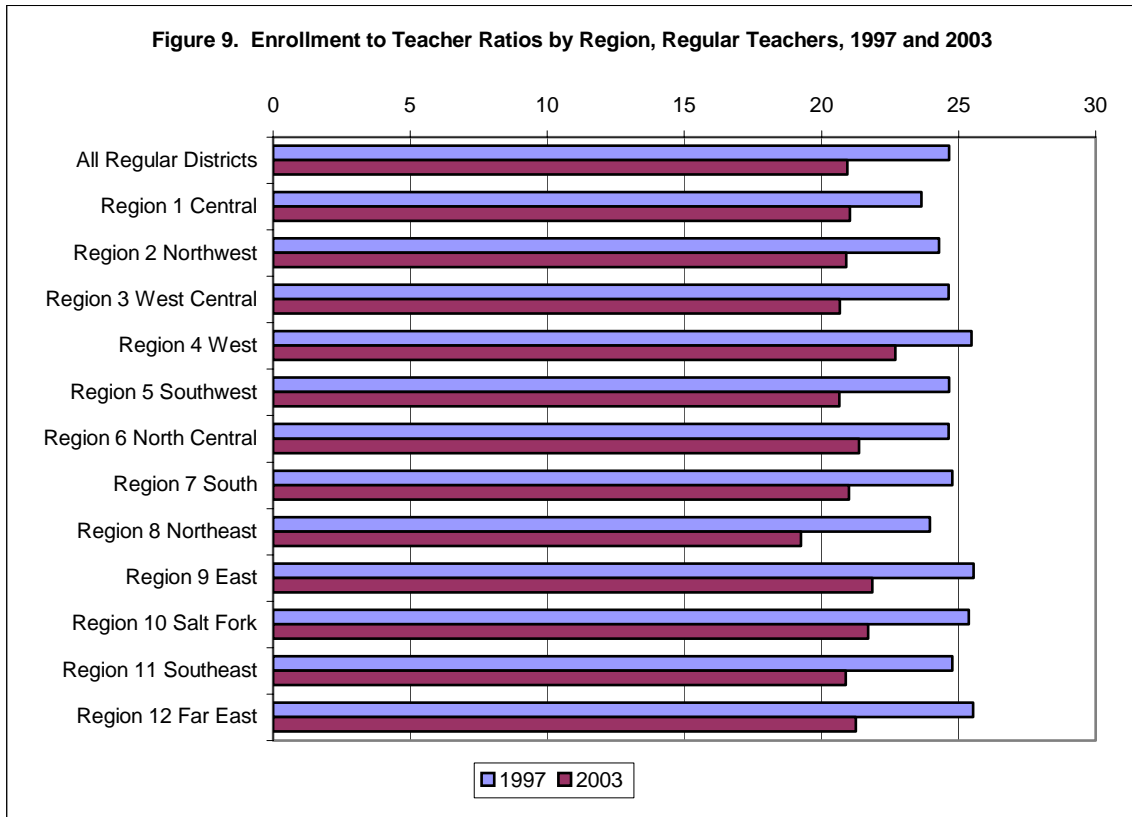
Enrollments and Regular Teachers by Region, 1997-2002

- Enrollments per teacher in 2002 were highest in the west (region 4), the Salt Fork area (region 10), and the east (region 9), all with more than 22 students per teacher.
- The lowest rate was in the northeast (region 8), at 19.2.
- Enrollments per teacher declined in all regions between 1997 and 2002, with the most rapid drops found in the northeast (region 8) and the far east (region 12).

Table 18: Enrollments per Teacher, Regular Districts and Regular Teachers, by Region , 1997-2003

	1997	1998	1999	2000	2001	2002	2003	Change, 1997-2003	Percent Change, 1997-2003
All Regular Districts	24.6	23.5	22.8	22.1	22.0	21.2	20.9	(3.7)	-15.0%
Region 1 Central	23.6	23.0	22.6	22.0	21.4	21.1	21.0	(2.6)	-11.0%
Region 2 Northwest	24.3	22.9	22.1	21.4	21.9	21.3	20.9	(3.4)	-14.0%
Region 3 West Central	24.6	23.6	22.9	22.2	22.2	21.6	20.7	(4.0)	-16.1%
Region 4 West	25.5	23.4	22.7	22.3	23.0	22.8	22.7	(2.8)	-10.9%
Region 5 Southwest	24.7	23.2	22.7	22.3	22.5	21.4	20.7	(4.0)	-16.2%
Region 6 North Central	24.6	24.1	23.3	22.4	22.5	21.9	21.4	(3.3)	-13.2%
Region 7 South	24.8	24.1	23.0	21.7	21.9	21.2	21.0	(3.8)	-15.2%
Region 8 Northeast	23.9	23.0	22.4	21.3	21.3	19.2	19.2	(4.7)	-19.7%
Region 9 East	25.6	24.3	23.6	23.0	22.5	22.1	21.9	(3.7)	-14.5%
Region 10 Salt Fork	25.4	24.3	23.7	23.0	23.0	22.4	21.7	(3.7)	-14.5%
Region 11 Southeast	24.8	24.5	23.5	22.6	22.1	21.8	20.9	(3.9)	-15.6%
Region 12 Far East	25.5	23.8	23.0	22.2	21.9	21.1	21.2	(4.3)	-16.8%

Figure 9. Enrollment to Teacher Ratios by Region, Regular Teachers, 1997 and 2003



Ohio Teacher Workforce

MOBILITY AND ATTRITION

- **Entering Teachers**
- **Departing Teachers**
- **Analysis by District Typology**
- **Analysis by Report Card Category**

OHIO TEACHER WORKFORCE MOBILITY AND ATTRITION

Labor Market Dynamics – Entering Teachers

Ohio school districts hire teachers for three reasons: to replace teachers who have left the school district, to increase the size of the teaching staff, or to provide students with content areas that the current staff do not have the capacity to teach. Teachers hired by a school district can come from other districts or from a pool of job applicants derived from first-time (beginning) teachers and from experienced teachers who are returning to the classroom.

Table 19: Hiring Rate for Teachers in Regular K-12 School Districts, 1998 - 2003

Source of Hires	1997	1998	1999	2000	2001	2002	2003
Total Teachers	90,309	95,118	97,100	99,337	99,562	102,588	103,784
New Hires		10,382	9,479	10,615	9,265	10,928	9,127
Beginning Teachers		3,469	4,025	4,738	4,416	5,333	4,173
Experienced Teachers		6,913	5,454	5,877	4,849	5,595	4,954
Move From Other Districts		905	1,461	1,816	1,913	1,879	1,576
Total Teachers Hired		11,287	10,940	12,431	11,178	12,807	10,703
Hiring Rate		11.9%	11.3%	12.5%	11.2%	12.5%	10.3%

- Table 19 provides information about the hiring rate for classroom teachers in the 612 regular K-12 Ohio school districts. “New Hires” include both beginning teachers and experienced teachers returning to the classroom.
- The hiring rate for teachers rose from 11.9 percent in 1998 to 12.5 percent in 2003, and then dropped to a five-year low in 2003. (The “Hiring Rate” equals the sum of new hires and teachers who moved from another district divided by the total number of teachers for each year.)

Table 20 provides information about where school districts obtain teachers

Source of Hires⁵	1998	1999	2000	2001	2002	2003
Beginning Teachers	30.7%	36.8%	38.1%	39.5%	41.6%	39.0%
Experienced Teachers	61.2%	49.9%	47.3%	43.4%	43.7%	46.3%
Move from Other District	8.0%	13.4%	14.6%	17.1%	14.7%	14.7%

- Since 1999, beginning teachers have accounted for about two of every five teachers hired.
- Experienced teachers account for almost half of all hiring activity. In the most recent five years, about one-half of the experienced teachers hired had between one and three years of experience.
- Teachers who move directly from another district account for the smallest share of hiring activity.

⁵Beginning teachers” are teachers without prior full-time classroom employment. “Experienced teachers” include all teachers who returned to the classroom, transferred from a private school, or moved from another state. Due to some inaccuracies in the districts’ reporting of accumulated experience, the data about “beginning teachers” may overstate the number of teachers who entered the classroom each year with no previous full-time teaching experience

Labor Market Dynamics – Departing Teachers

Each year some teachers leave public schools entirely. “Attrition” measures the number and percentage of teachers who leave teaching, either for another profession, a non-teaching job within the public education system, or to leave the labor force. Other teachers move from one school district to another. “Mobility” measures the number and percentage who move to teach in other districts (including ESCs, JVSDs and community schools – for this reason the mobility figures in Table 21 do not correspond with the “Move from Other District” data in Table 19).

Table 21 show the number and percentage of teachers who left or moved between 1997 and 2003.

- Some fluctuation occurs from year to year in the number of such changes, with the departure rate in 1997 much lower than the rates from 1998 to 2002.
- Both the attrition and mobility rates increased from 1999-2001 and then returned in 2002 to nearly the 1998 level.

Departure Cause	1997	1998	1999	2000	2001	2002	2003
Total Teachers	90,309	95,118	97,100	99,337	99,562	102,588	103,784
Teachers Departing	5,524	8,195	9,182	9,900	8,963	8,922	NA
Attrition	4,473	6,547	7,066	7,647	6,748	7,057	NA
Mobility	1,051	1,648	2,115	2,253	2,215	1,866	NA
Departure Rate	6.1%	8.6%	9.5%	10.0%	9.0%	8.7%	
Attrition Rate	5.0%	6.9%	7.3%	7.7%	6.8%	6.9%	
Mobility Rate	1.2%	1.7%	2.2%	2.3%	2.2%	1.8%	

Table 22 shows the departure rates of regular teachers by race and ethnicity.

Race	1997	1998	1999	2000	2001	2002
Asian	5.7%	8.7%	12.4%	16.5%	10.3%	12.0%
Black	8.0%	11.2%	13.0%	16.4%	10.4%	12.3%
Hispanic	5.8%	10.7%	9.1%	11.1%	9.4%	9.5%
White	6.0%	8.4%	9.2%	9.5%	8.9%	8.4%
Total	6.1%	8.6%	9.5%	10.0%	9.0%	8.7%

- The departure rate (attrition plus mobility) of minority teachers was higher than the departure rate for white teachers in every case from FY98 through FY02.
- The attrition rate of black teachers (not shown in Table 22) was at least 50 percent higher than that of white teachers in every year from FY97 through FY02.
- The mobility rate of white teachers (not shown in Table 22) was at least 50 percent higher than that of black teachers in every year from FY97 through FY02.

Table 23 provides an alternate view of attrition by showing the percentage of teachers in each year who are still employed after one to six years.

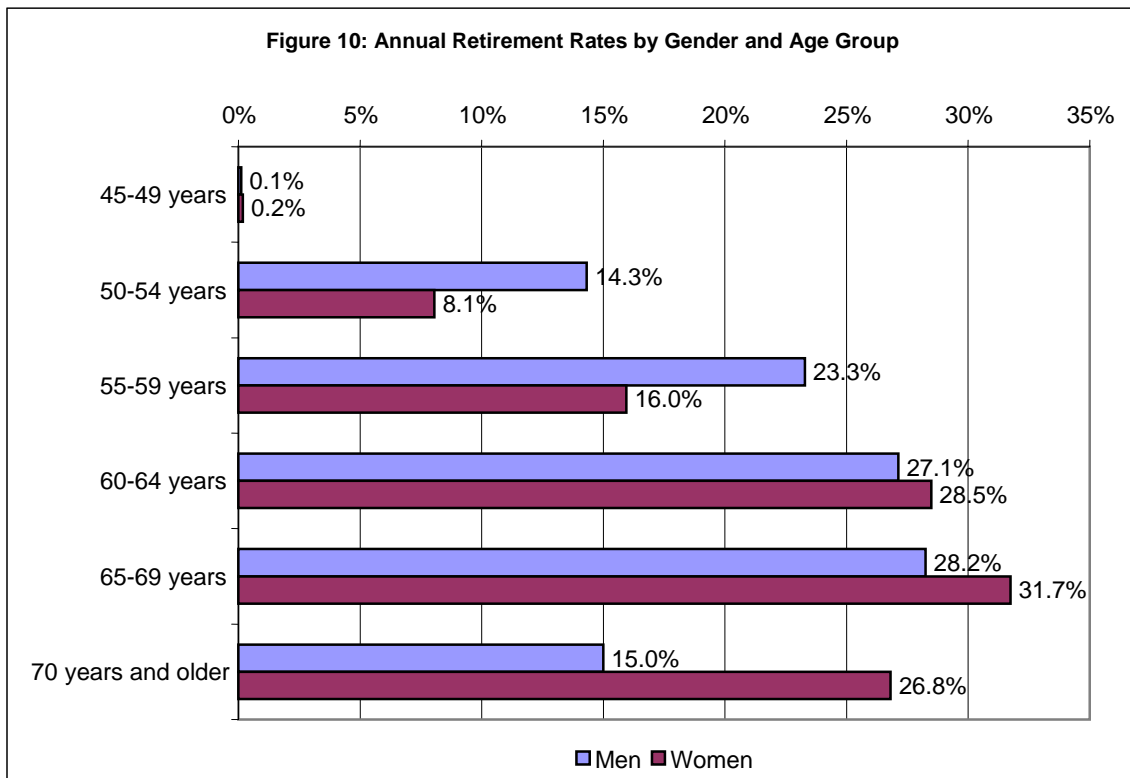
Base Year	1997	1998	1999	2000	2001	2002
After 1 year	95.0%	93.1%	92.7%	92.3%	93.2%	93.1%
After 2 years	90.9%	87.6%	87.0%	87.5%	88.1%	
After 3 years	85.4%	82.3%	82.5%	82.9%		
After 4 years	80.3%	78.2%	78.2%			
After 5 years	76.2%	74.1%				
After 6 years	72.1%					

- Table 23 shows that longer term measures of attrition do not show an increasing rate of departures.

Reading down the columns of the table reveals the percentage of teachers who began teaching in each base year who are still employed after one to six years. For example, after two years the percentage of teachers employed in FY98 still teaching in public schools equaled 87.6 percent. Of the next three base years, the comparable percentage still employed after two years did not differ by more than 1.1 percent. Similar results appear for different periods shown on the table.

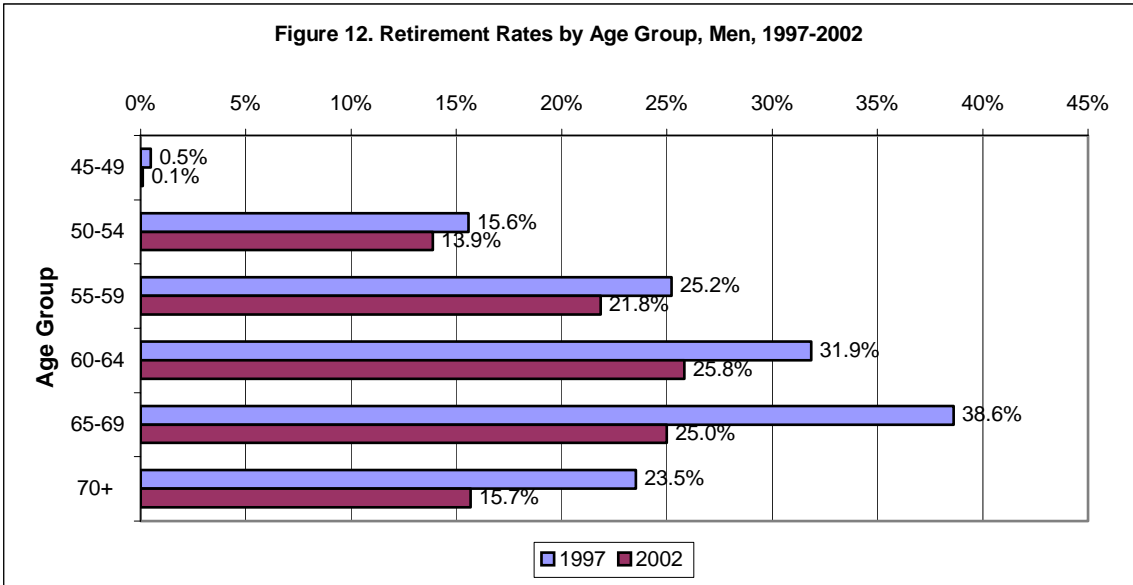
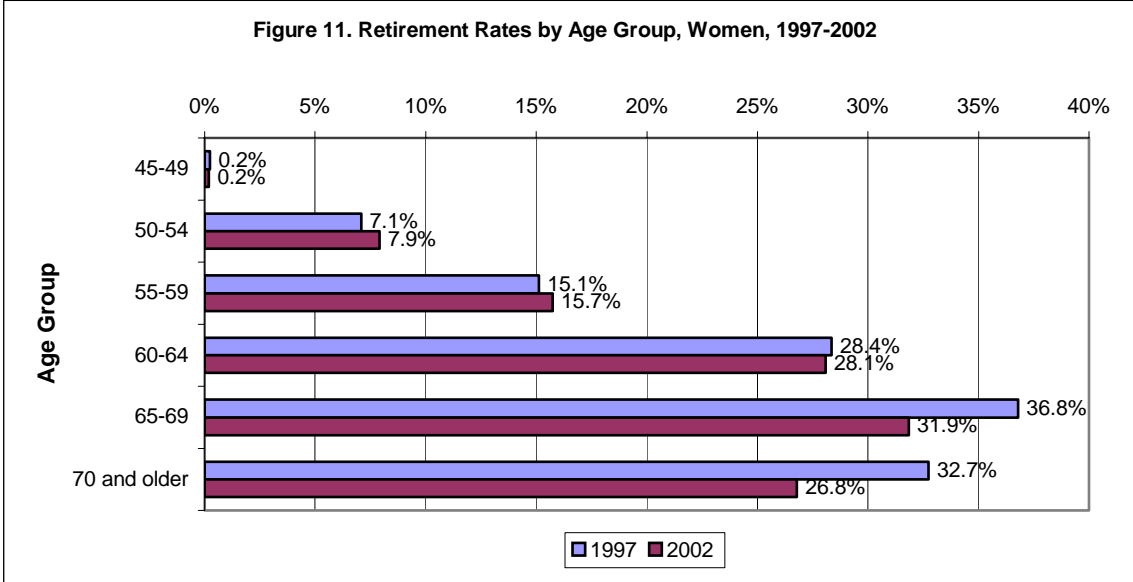
Retirement Rates, 2002

- Teacher retirements can be estimated using information on retirement rates by gender and age prepared by the Ohio State Teachers Retirement System.
- Annual retirement rates vary by gender and age group. In the younger age groups, less than 60 years old, rates for men are higher than those for women.
- In the 50-54 year old group, the retirement rate for individuals employed in FY02 was 14.3 percent for men and 8.1 percent for women. In the 55-59 year old group, the rate for men was 23.3 percent for men, and 16.0 percent for women.
- In the older age groups, retirement rates for women are higher than those for men, and the gap increases with rising age.



Retirement Rates, 1997-2002

- Annual retirement rates by age and gender for the FY97-FY02 period show some variations over time.
- For the groups with the largest numbers of regular teachers – women in between 50 and 65 years old, retirement rates rose slightly from FY97-FY02
- For women in the 50-54 year old group, retirement rates have been stable since FY00, staying within 0.1 percentage points of the FY00 rate of 8.1 percent. For women in the 55-59 year old group, the rate has dropped slightly since FY00, from 16.7 to 15.8 percent by FY02.
- For 60-64 year old women, the annual retirement rate declined from 35.3 percent in FY00 to 31.9 percent in FY02.
- Retirement rate trends for men in the age groups from 50 to 65 years old are similar to those for women.

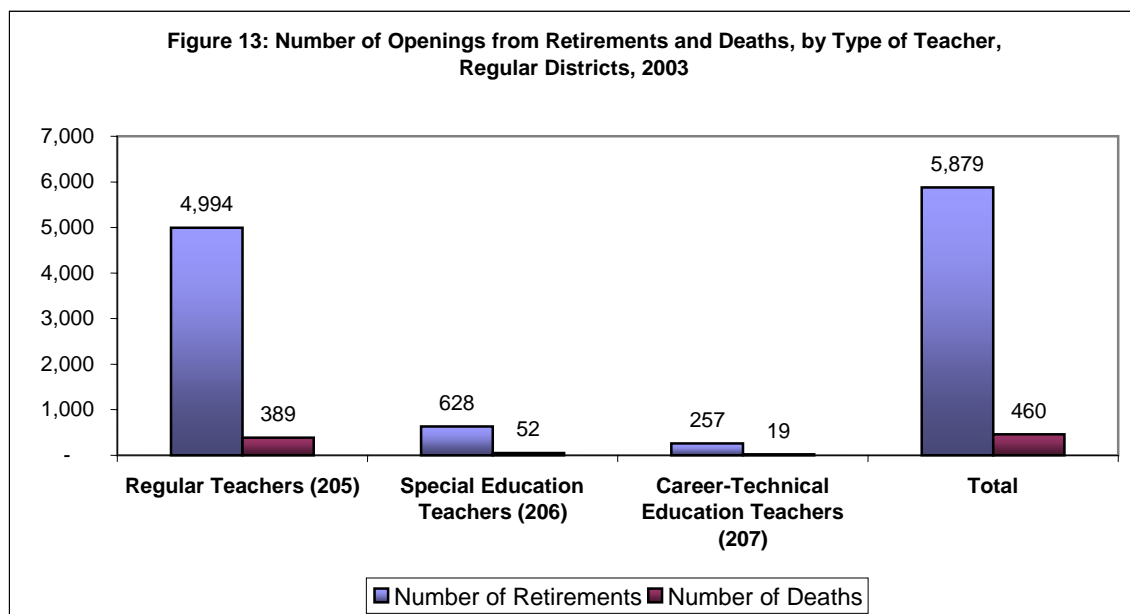


Number of Retirements and Deaths, 2003

- The number of teaching positions becoming open because of retirements can be estimated by applying annual retirement rates to the number of teachers in 2003 for each age group and gender.
- In addition, some positions will become open because currently employed teachers die. Annual death rates by age group and gender can be used to estimate how many such openings are likely in FY03.
- During this year, an estimated 6,400 teacher openings are likely to occur because of retirements and deaths. This includes about 5,900 openings from retirements and nearly 500 openings from deaths.
- The retirement rates vary by type of teacher, reflecting the varying age and gender composition of employment for each type. The annual retirement rate for regular teachers is estimated at 5.8 percent, while the rate for special education teachers is 4.4 percent and for career-technical education teachers, 8.0 percent.

Table 24: Number of Separations Due to Retirements and Deaths, by Type of Teacher, Regular Districts, 2003

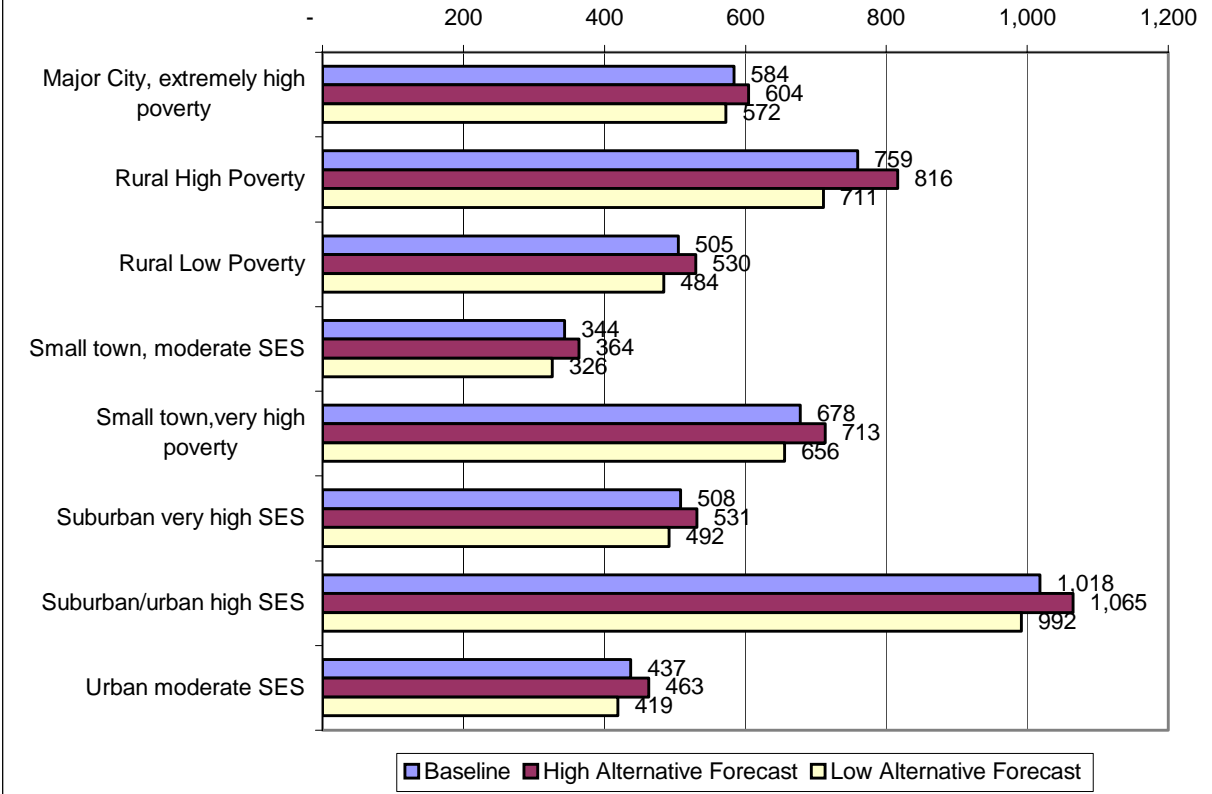
Type of Teacher	Number of teachers	Total Retirement Rate, 2002	Total Death Rate, 2002	Total Retirement and Death Rate, 2002	Number of Retirements	Number of Deaths	Total Retirement and Death Separations
Regular Teachers (205)	85,890	5.8%	0.5%	6.3%	4,994	389	5,383
Special Education Teachers (206)	14,415	4.4%	0.4%	4.7%	628	52	680
Career-Technical Education Teachers (207)	3,470	8.0%	0.6%	8.5%	257	19	277
Total	103,784	5.7%	0.4%	6.1%	5,879	460	6,339



Regular Teacher Openings from Retirements and Deaths, 2003-2008

- Over the 2003-2008 forecast period, the number of openings for regular teachers resulting from retirements and deaths will vary by district typology, reflecting the variation in age and gender composition of the teacher workforce, the retirement rates for each type of district, and the forecast of teacher staffing requirements for 2008.
- For the state as a whole, the number of openings for regular teachers from retirements and deaths is expected to average about 4,800 per year, using the baseline forecast.
- The expected number of openings would average about 5,100 per year using the high alternative forecast, and about 4,700 per year using the low alternative forecast.
- Using the baseline forecast, the number of openings for regular teachers is expected to be highest for suburban high SES districts, averaging 1,000 per year. Next highest are rural high poverty districts, averaging 760 openings per year.
- The smallest number of openings for regular teachers from retirements and deaths is expected in small town moderate SES districts, at about 340 per year, and urban moderate SES districts, at about 440 per year.

Figure 13.1: Annual Number of Regular Teacher Job Openings from Retirements and Deaths, by District Typology, 2003-2008



District Typology Analysis

Table 25 shows the overall departure rate (attrition plus mobility) in different types of districts in Ohio.

- The percentage of teacher turnover from year to year does not differ much among different types of school districts, except that urban districts with very high poverty show a higher turnover rate.

District Type	1997	1998	1999	2000	2001	2002
(Rural-High Poverty-Low SES)	6.2%	8.3%	9.3%	9.1%	9.5%	7.6%
(Rural-Low Poverty-Low SES)	6.3%	8.4%	8.7%	9.4%	8.9%	8.0%
(Small Town-Moderate SES)	5.2%	8.2%	9.2%	8.7%	9.2%	8.1%
(Low SES-Very High Poverty)	5.1%	7.6%	8.5%	8.7%	9.0%	7.7%
(Urban-Moderate SES)	6.4%	8.4%	10.3%	11.0%	9.8%	9.0%
(Major Urban-Very High Poverty)	7.2%	9.9%	11.3%	12.6%	9.3%	11.4%
(Urban/Suburban-High SES)	5.8%	8.5%	8.7%	9.0%	8.0%	7.6%
(Urban/Suburban-Very High SES)	5.8%	8.3%	7.7%	8.6%	8.9%	7.3%

Table 26 shows the rate of teacher attrition in different types of districts in Ohio.

- Most teacher turnover occurs because the teacher leaves the classroom (attrition), rather than because the teacher transfers to a different school district.
- Urban-very high poverty districts have the highest rate of attrition as measured in Table 26.
- Some teachers whose departures account for the percentages in Table 26 will return to the classroom. Others include retirements and migration to different careers.

Table 26: Percentage of Departing Teachers Who Left Teaching Classified According to the Department of Education's School District Typology, 1997 – 2002

District Type	1997	1998	1999	2000	2001	2002
(Rural-High Poverty-Low SES)	4.4%	5.3%	6.0%	5.7%	6.1%	5.3%
(Rural-Low Poverty-Low SES)	4.4%	5.8%	5.4%	6.1%	5.9%	5.5%
(Small Town-Moderate SES)	4.1%	6.1%	6.5%	6.3%	6.2%	5.9%
(Low SES-Very High Poverty)	4.0%	5.8%	6.2%	6.3%	6.4%	5.8%
(Urban-Moderate SES)	4.9%	6.4%	8.0%	7.8%	7.4%	6.8%
(Major Urban-Very High Poverty)	6.5%	8.7%	9.6%	10.8%	7.7%	9.9%
(Urban/Suburban-High SES)	4.8%	7.2%	7.1%	7.4%	6.3%	6.1%
(Urban/Suburban-Very High SES)	5.0%	7.1%	6.4%	7.4%	7.5%	6.3%

Table 27 shows the mobility rate of teachers in different types of school districts in Ohio.

Table 27: Percentage of Departing Teachers Who Moved to a Different School District Classified According to the Department of Education's School District Typology, 1997 – 2002

District Type	1997	1998	1999	2000	2001	2002
(Rural-High Poverty-Low SES)	1.9%	3.0%	3.3%	3.4%	3.4%	2.3%
(Rural-Low Poverty-Low SES)	1.9%	2.6%	3.3%	3.3%	3.0%	2.6%
(Small Town-Moderate SES)	1.1%	2.1%	2.7%	2.5%	3.0%	2.2%
(Low SES-Very High Poverty)	1.1%	1.8%	2.3%	2.4%	2.5%	1.8%
(Urban-Moderate SES)	1.5%	2.0%	2.3%	3.2%	2.4%	2.2%
(Major Urban-Very High Poverty)	0.8%	1.2%	1.7%	1.7%	1.6%	1.5%
(Urban/Suburban-High SES)	1.0%	1.3%	1.6%	1.6%	1.6%	1.5%
(Urban/Suburban-Very High SES)	0.8%	1.2%	1.3%	1.2%	1.4%	1.1%

- Teachers in Urban-very high poverty districts show a low rate of inter-district movement.
- Districts with high (favorable) and very high socio-economic characteristics show lower rates of movement. Once teachers obtain employment in these school

districts they show less inclination to look for teaching opportunities in other school districts.

District Report Card Ratings and Teacher Mobility

Ohio annually evaluates the performance of schools and districts by using the Local Report Card System. This system is based on proficiency test passage rates, student attendance rates and graduation rates. It is explained in more detail at the end of this report. Because the report card rating system has undergone numerous changes since its inception, districts have been placed in every year according to their placement categories on the 2003 Local Report Card⁶.

Table 28 shows the distribution of teachers among school districts in each of the five Local Report Card Rating categories.

Rating Category	1997	1998	1999	2000	2001	2002	2003
Academic Emergency	20.8%	21.2%	21.5%	21.4%	20.6%	21.9%	21.8%
Academic Watch	8.5%	8.3%	8.3%	8.3%	8.3%	8.2%	8.1%
Continuous Improvement	30.8%	30.6%	30.4%	30.1%	30.2%	29.6%	29.6%
Effective	23.0%	22.9%	22.7%	22.8%	23.1%	22.8%	22.7%
Excellent	17.0%	17.0%	17.1%	17.4%	17.7%	17.6%	17.8%

- Slightly more than one in five teachers teaches in a school district in academic emergency.
- 17-18 percent of teachers teach in excellent districts, and another 23 percent teach in an effective district.

⁶ See Appendix C.

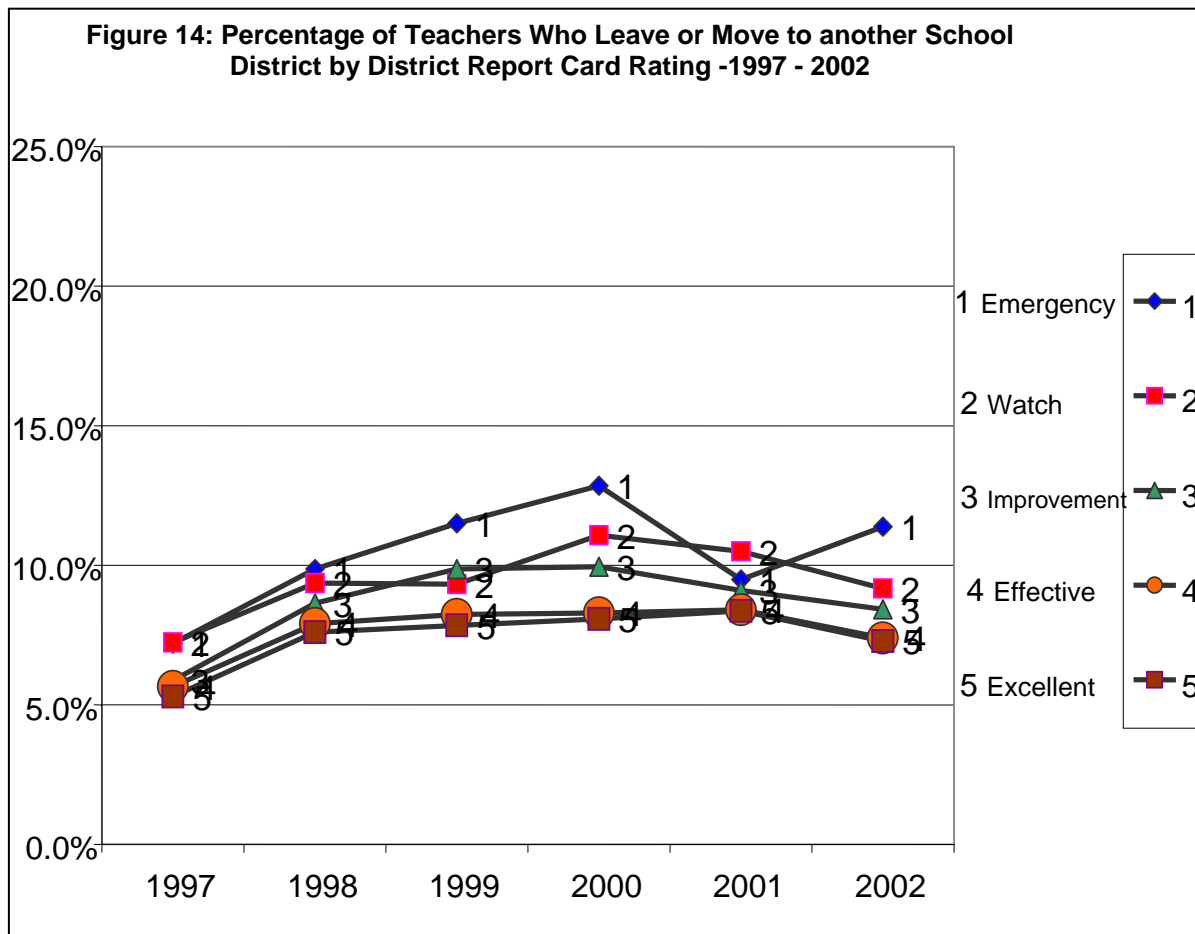
Table 29 shows the overall departure rate (attrition plus mobility) of the teaching staff for school districts in each report card category. For example, at the end of the 1997-1998 school year, 9.9 percent of the teachers who taught in that year in a school district ranked in academic emergency (based on 2002 rankings) either left teaching or moved to another school district.

Table 29: Percentage of Teachers Who Left Teaching or Moved to Another School District by Report Card Category, 1997 – 2002

Rating Category	1997	1998	1999	2000	2001	2002
Academic Emergency	7.2%	9.9%	11.5%	12.8%	9.5%	11.4%
Academic Watch	7.2%	9.4%	9.3%	11.1%	10.5%	9.2%
Continuous Improvement	5.9%	8.6%	9.9%	9.9%	9.1%	8.4%
Effective	5.7%	7.9%	8.2%	8.3%	8.4%	7.4%
Excellent	5.3%	7.6%	7.8%	8.1%	8.4%	7.3%

- While even school districts rated as excellent display departure rates between 7.5 percent and 8.5 percent for most years, the departure rates in the academic emergency and academic watch districts consistently appear higher than the rate in the other categories.

Figure 14 shows the information in Table 29 in graphic form. On the chart, the lines tracing departure rates in Category 1, academic emergency and Category 2, academic watch generally appear higher than the trend lines for other categories. With two exceptions, the lines follow a pattern consistent with the association of higher departure rates with higher states of academic difficulty.



- Excellent schools have the lowest departure rate. Effective schools have the next lowest.
- Continuous improvement districts' departure rates fall between effective districts and academic watch districts, except for 1999.
- Academic watch districts have the second highest departure rates and academic emergency districts have the highest departure rates, except in 2001 when the Emergency districts fell below the Watch districts.

Table 30 shows the percentage of teachers from Table 29 who left teaching entirely.

- The attrition rate is clearly highest in the academic emergency districts.
- Attrition is next highest in academic watch districts.

Table 30: Teacher Attrition by District Report Card Category, 1997 – 2002						
Rating Category	1997	1998	1999	2000	2001	2002
Academic Emergency	6.5%	8.7%	9.7%	11.0%	7.8%	9.9%
Academic Watch	5.2%	7.0%	6.9%	7.2%	7.3%	6.6%
Continuous Improvement	4.5%	6.3%	6.9%	7.1%	6.3%	6.2%
Effective	4.5%	6.2%	6.2%	6.4%	6.3%	5.6%
Excellent	4.4%	6.4%	6.4%	6.6%	6.7%	6.0%

Table 31 shows the mobility rates of teachers according to report card categories.

- The school districts in the academic emergency and excellent categories show the lowest rate of movement to new school districts. When teachers leave these school districts, apparently they leave entirely.
- The highest movement rates occur in the academic watch and continuous improvement school districts.

Rating Category	1997	1998	1999	2000	2001	2002
Academic Emergency	0.7%	1.1%	1.8%	1.8%	1.7%	1.5%
Academic Watch	2.1%	2.4%	2.4%	3.8%	3.1%	2.6%
Continuous Improvement	1.4%	2.3%	2.9%	2.9%	2.8%	2.2%
Effective	1.1%	1.7%	2.0%	1.9%	2.1%	1.8%
Excellent	0.9%	1.2%	1.5%	1.5%	1.7%	1.3%

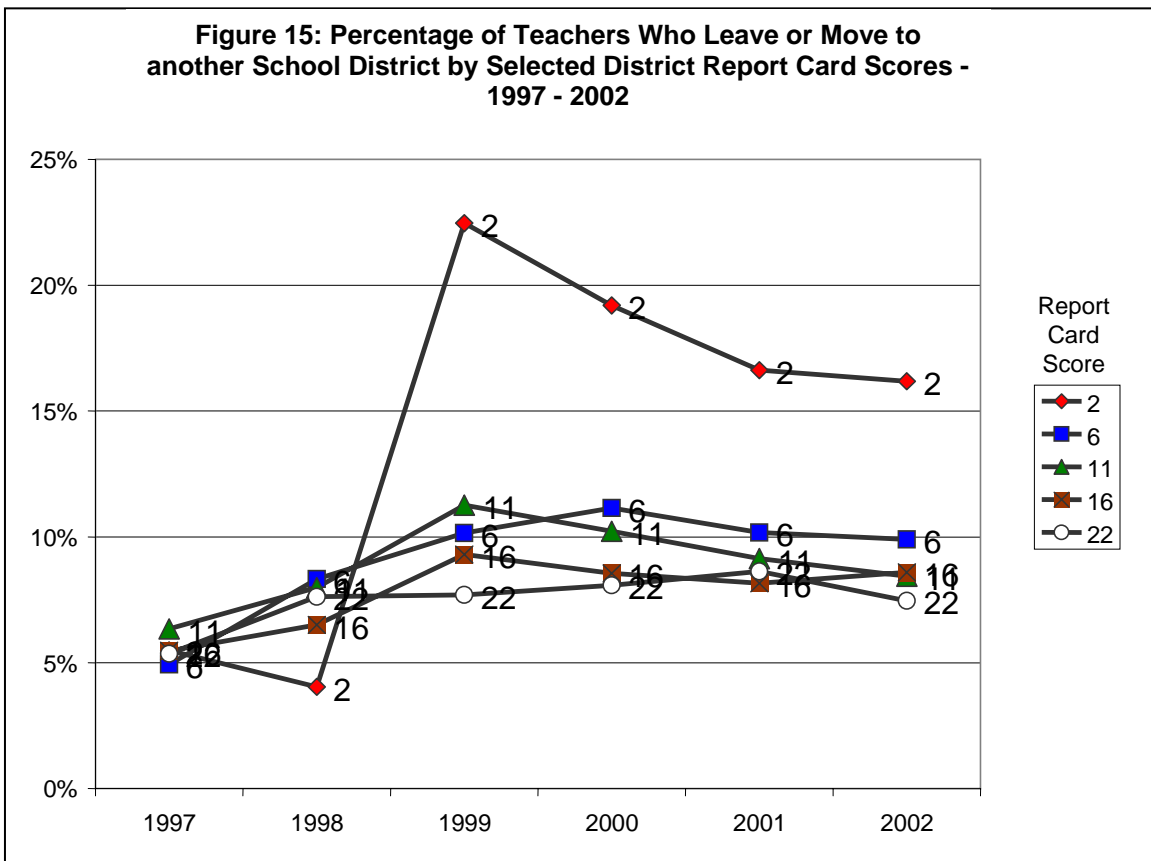
On the 2002 Report Card ranking system, a school district receives a point for each performance measure it fulfils. The highest possible score is 22. Table 32 shows the rate of teacher departures among school districts grouped according to the districts' report card scores rather than by rating category.

- Generally, the pattern depicted is a reduction in the departure percentage as the report card score increases.

Table 32: Percentage of Teachers Who Left Teaching or Moved to Another School District by Report Card Score, 1997 – 2002

Score	1997	1998	1999	2000	2001	2002
2	5.5%	4.0%	22.5%	19.2%	16.6%	16.2%
3	8.2%	12.2%	12.0%	15.8%	8.8%	10.6%
4	4.1%	6.3%	7.4%	7.9%	5.5%	8.4%
5	9.3%	11.7%	11.0%	12.2%	9.8%	13.4%
6	4.9%	8.3%	10.2%	11.1%	10.2%	9.9%
7	5.8%	10.2%	9.4%	8.6%	10.4%	8.7%
8	10.2%	8.7%	8.5%	15.5%	12.1%	10.2%
9	7.1%	7.1%	9.1%	11.4%	9.8%	9.1%
10	6.9%	10.5%	9.8%	10.4%	10.2%	9.0%
11	6.3%	8.0%	11.3%	10.2%	9.1%	8.4%
12	6.6%	9.8%	10.1%	11.4%	10.6%	9.3%
13	6.2%	9.1%	9.3%	10.0%	9.5%	8.6%
14	5.0%	8.7%	10.2%	9.9%	8.8%	8.0%
15	5.7%	8.9%	9.2%	9.4%	8.3%	7.9%
16	5.5%	6.5%	9.3%	8.5%	8.2%	8.6%
17	5.6%	7.9%	8.7%	8.7%	8.3%	7.7%
18	6.6%	8.9%	8.7%	8.6%	9.8%	7.5%
19	5.7%	6.9%	7.4%	7.7%	8.0%	7.0%
20	4.6%	8.3%	8.3%	8.3%	7.6%	7.5%
21	5.1%	7.5%	8.3%	8.1%	7.5%	6.7%
22	5.4%	7.6%	7.7%	8.1%	8.6%	7.5%

Figure 15 presents departure rates for selected report card scores to simplify the large amount of data in Table 32.



- The lowest scoring school districts have an unusually high departure rate in the most recent four years.
- Departure rates tend to trace a lower path on the graph as it presents data from schools with higher scores.

Ohio Teacher Workforce

VACANCIES

- **Teacher Vacancies**
- **Vacancies by Region Typology**
- **Recruitment & Retention**
- **Mentoring Practices**

OHIO TEACHER WORKFORCE VACANCIES

Teaching Vacancies

- In the vacancy survey, 74.0 percent of all Ohio school districts and 79.3 percent of regular districts responded. The regular districts that responded have 81.9 percent of total regular district enrollments.
- Ohio schools responding to the vacancy survey had 3,388 unfilled teaching positions as of the opening of school in fall 2002. These positions included 3,156 full-time jobs and 232 part-time jobs.
- Most of the teaching vacancies were in regular school districts (2,873), with other types of schools having fewer numbers: community schools (134), education service centers (237), joint vocational schools (79), and mental retardation and developmental disabilities boards (65).
- The largest number of vacancies occurred for regular teachers, with 1,494 vacancies. This total includes 224 vacancies for prekindergarten through grade 3, 499 for middle school grades, 448 for high school teachers, and 323 for regular teachers regardless of grade level.
- There were 949 vacancies for special education teachers.
- Nine specific types of teachers, including four special education categories, had more than 100 total vacancies: grades 4-9, combinations of curricular areas (230); prekindergarten through grade 3 (224) special education, mild/moderate educational needs (197); special education, early childhood intervention specialist (173); permanent substitute teacher (149); special education, emotional disturbance or severe behavioral handicap (139); special education, specific learning disability (132); grades 9-12, integrated mathematics (110); and special education tutor (102).

Table 33: Number of Vacancies by Type of Teacher, Full-time/Part-time, and for Regular Districts, Fall 2002

EMIS Position Assignment		Total	Full-time	Part-time	Regular Districts
Total, All Position Assignments		3,458	3,217	241	2,910
<i>Total, Teaching Position Assignments⁷</i>		3,388	3,156	232	2,873
Curriculum Specialist		42	39	3	29
Counselor		93	88	5	74
Remedial Specialist		55	46	9	48
Regular Teacher		1,494	1,410	84	1,339
1	Prekindergarten through grade 3	224	213	11	204
2	Grades 4 through 9	499	481	18	447
3	Grades 9 through 12	448	431	17	389
4	Teaching fields, regardless of grade level	323	285	38	299
Special Education/Learning Center Teacher		949	912	37	708
Career-Technical Education, excluding Adult		105	93	12	69
Tutor/Small Group Instructor		162	111	51	137
Educational Services Teacher		180	152	28	173
Supplemental Service Teacher (Special Education)		90	89	1	85
Permanent Substitute Teacher		149	149	-	142
Teacher Mentor/Evaluator		70	67	3	70
School Psychologist		70	61	9	37

⁷ Excludes School Psychologist

Vacancy Rates by Type of Teacher

- Ohio schools that responded to the vacancy survey were experiencing an overall vacancy rate for teaching positions of 2.8 percent as school opened in the fall of 2002.
- For comparison, the vacancy rate for the overall U.S. economy in September 2002 was 2.5 percent and 2.1 percent in the Midwest, according to the Bureau of Labor Statistics.
- Among the specific types of teachers with more than 1,000 employment, the highest vacancy rates were 6.9 percent for tutors and 5.6 percent for special education teachers.
- The vacancy rate for regular teachers was 1.9 percent.

Table 34: Vacancy Rates by Type of Teacher, Regular Districts, Fall 2002⁸

Code	EMIS Position Assignment	Number of Teachers	Number of Vacancies	Vacancy Rate
	Total, All Position Assignments	98,521	2,844	2.8%
202	Counselor	2,664	74	2.7%
204	Remedial Specialist	1,846	48	2.5%
205	Regular Teacher	70,773	1,339	1.9%
206	Special Education/Learning Center Teacher	11,823	708	5.6%
207	Career-Technical Education Teacher, excluding Adult	2,796	69	2.4%
208	Tutor/Small Group Teacher	1,861	137	6.9%
211	Educational Services Teacher	6,495	173	2.6%
212	Supplemental Services Teacher (Special Education)	102	85	45.5%
225	Permanent Substitute Teacher	152	142	48.3%
226	Teacher Mentor/Evaluator	10	70	87.5%

⁸Data limited to responding districts. Total excludes 201, Curriculum Specialist, and 318, School Psychologist, and therefore does not match total on previous tables

Vacancy Rates by District Typology

- The highest vacancy rates among regular school districts responding to the vacancy survey in the fall of 2002 were in poor rural districts, with a rate of 4.5 percent, and urban districts with moderate socio-economic status, with a rate of 4.4 percent.
- The lowest vacancy rate, 1.7 percent, was for districts in small towns with moderate socio-economic status.
- Major city districts had the highest number of vacancies, 599, but had a vacancy rate of 2.8 percent, the same as the rate for all responding districts.

Table 35: Number of Vacancies and Vacancy Rates by District Typology, All Position Assignments, Regular Districts, Responding Districts Only⁹

District Typology	Number of Teachers	Number of Vacancies	Vacancy Rate
Rural, high poverty	6,842	320	4.5%
Rural, low poverty	9,411	281	2.9%
Small town, moderate SES	12,580	223	1.7%
Small town, very high poverty	8,623	258	2.9%
Urban moderate SES	10,386	476	4.4%
Major City, extremely high poverty	20,835	599	2.8%
Suburban/urban high SES	20,265	436	2.1%
Suburban very high SES	9,580	252	2.6%
Total, All Responding Districts	98,521	2,844	2.8%

⁹ Data limited to responding districts. Total excludes 201, Curriculum Specialist, and 207, School Psychologist, and therefore does not match total on previous tables.

Vacancy Rates by Region

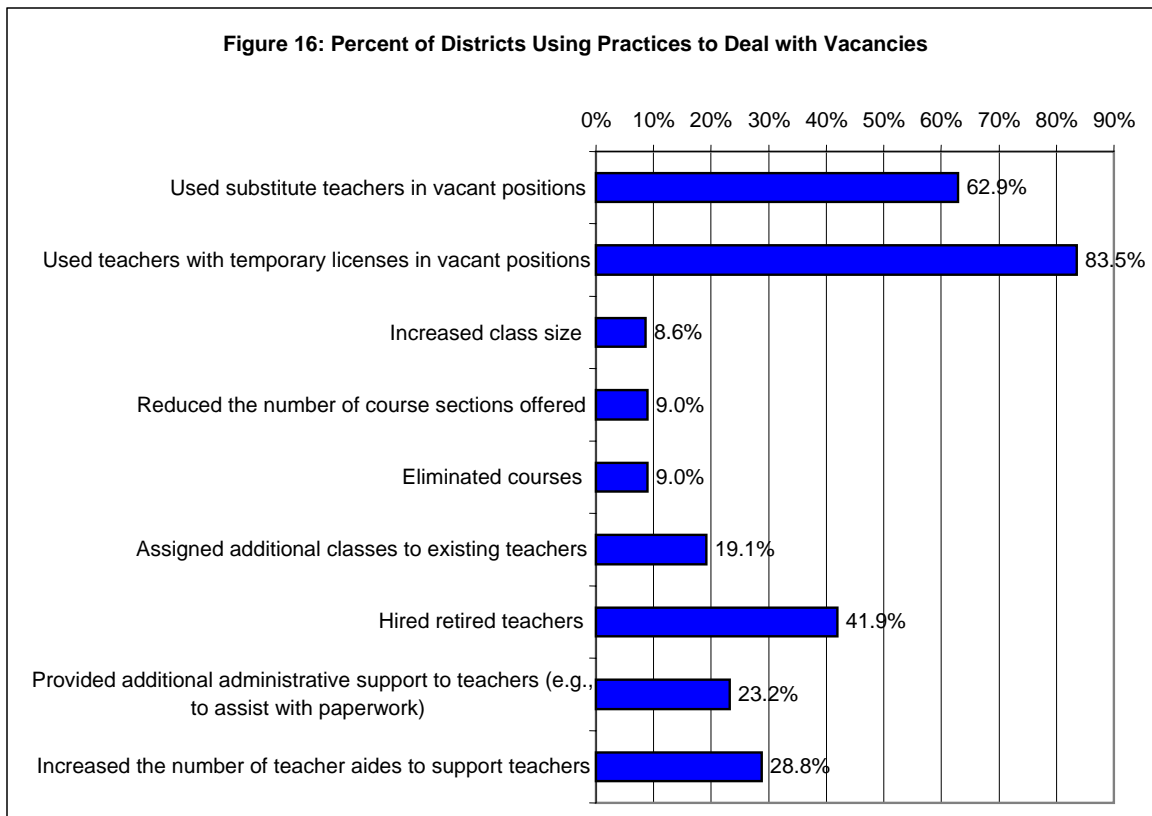
- Vacancy rates varied significantly across different parts of the state, with the highest rates in the south (Region 7) at 6.5 percent, and the southwest (Region 5) at 4.4 percent.
- The lowest vacancy rates were found in the southeast (Region 11) at 1.4 percent, the east (Region 9) at 1.7 percent, and the west central region (Region 3) at 1.8 percent.

Table 36: Number of Vacancies and Vacancy Rates by Region, All Position Assignments, Regular Districts, Responding Districts Only

Region	Number of Teachers	Number of Vacancies	Vacancy Rate
Region 1 Central	11,167	240	2.1%
Region 2 Northwest	8,650	274	3.1%
Region 3 West Central	3,674	68	1.8%
Region 4 West	9,442	223	2.3%
Region 5 Southwest	13,432	620	4.4%
Region 6 North Central	4,436	114	2.5%
Region 7 South	2,466	173	6.5%
Region 8 Northeast	18,845	526	2.7%
Region 9 East	13,995	248	1.7%
Region 10 Salt Fork	4,414	157	3.4%
Region 11 Southeast	3,415	50	1.4%
Region 12 Far East	4,584	153	3.2%
Total, All Responding Districts	98,521	2,844	2.8%

Practices in Dealing with Vacancies

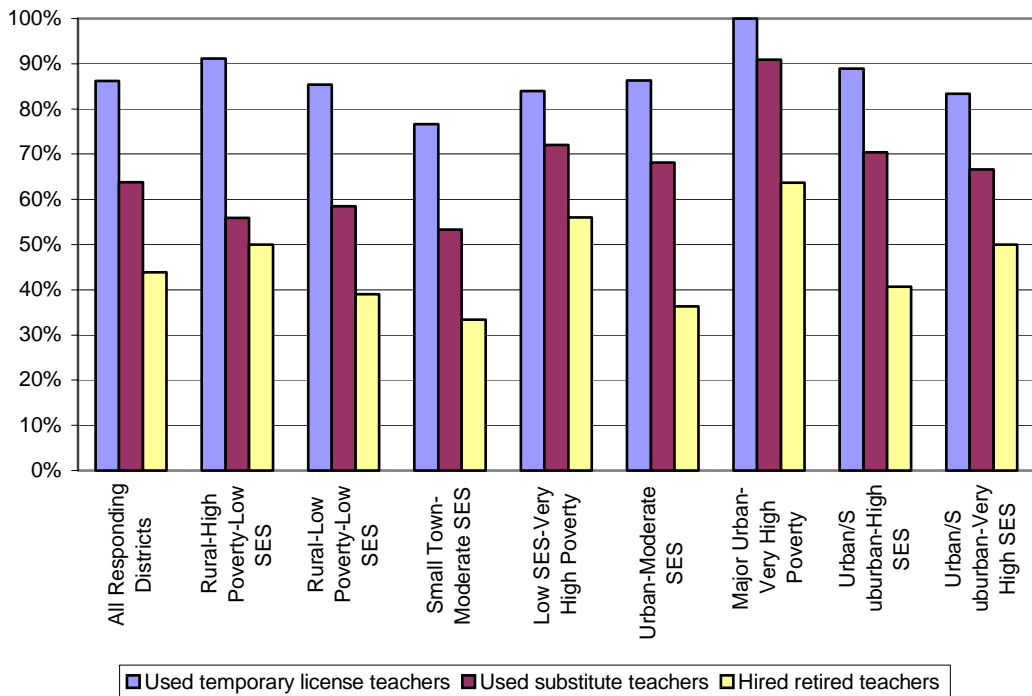
- Districts that reported vacancies were asked about practices they used to deal with the existence of these vacancies as school opened in the fall of 2002. The most frequently reported practice was to use teachers with temporary licenses in vacant positions, reported by 83.5 percent of the 267 districts with vacancies.
- The use of teachers with temporary licenses was most often reported by MRDD boards (91.7 percent) and ESCs (88.0 percent), and regular districts (86.2 percent).
- Although the use of this practice was very common among joint vocational schools and community schools, use of teachers with temporary licenses was somewhat less frequent for these types of districts (75.0 percent and 54.5 percent respectively) than for MRDD boards, ESCs, and regular districts.
- Only one other practice listed on the survey was used by at least half of the responding districts: use of substitute teachers in vacant positions (62.9 percent).
- Hiring retired teachers was reported by 41.9 percent of the responding districts, while 28.8 percent said they increased the number of teacher aides, and 23.2 percent provided teachers with additional administrative support.
- About 8.6 percent of responding districts reported increasing class size, reducing the number of course sections offered, and eliminating courses. These three practices were used at higher rates by joint vocational schools, however.



Practices in Dealing with Vacancies by District Typology

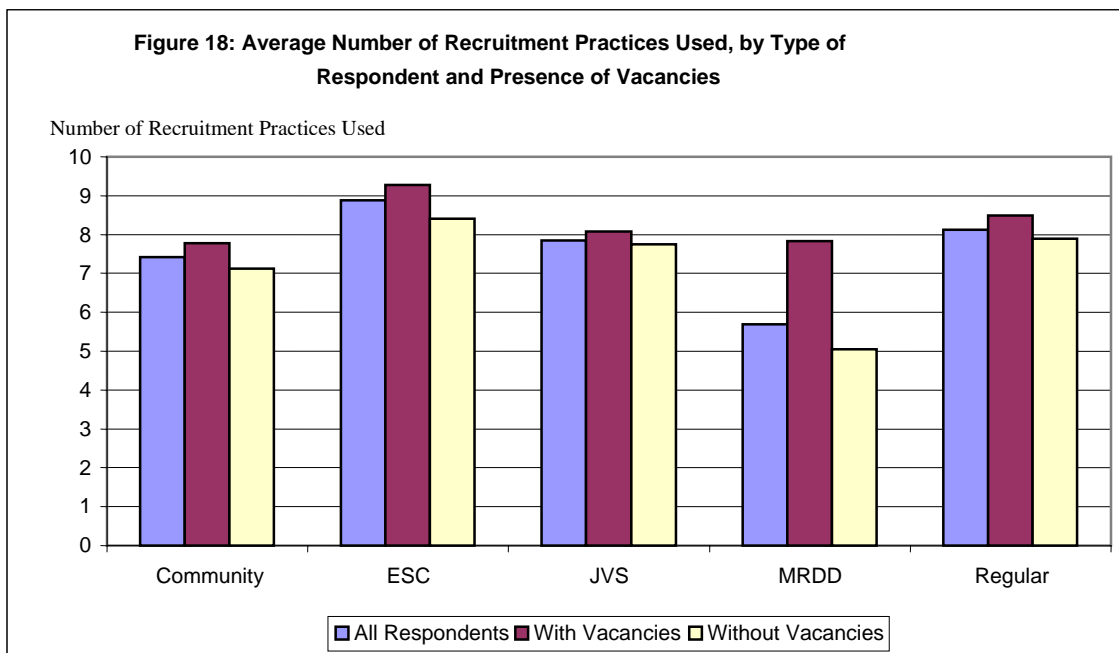
- Use of the two most common practices for dealing with vacancies – using teachers with temporary licenses and substitute teachers – varied across the district typologies.
- All major urban poor districts with vacancies reported using temporary license teachers, while only 76.7 percent of small town moderate SES districts used this practice.
- Similarly, major urban poor districts with vacancies were more likely to use substitute teachers to fill vacant positions (90.9 percent) than any other type of district. Small town moderate SES districts with vacancies were least likely to use substitute teachers, although more than half of them reported doing so (53.3 percent).
- Major urban poor districts also were more likely to hire retired teachers (63.6 percent) than other types of districts. Hiring retired teachers was least commonly used as a method to deal with vacancies among small town moderate SES districts (33.3 percent) and urban moderate SES districts (36.4 percent).

Figure 17: Percent of Districts with Vacancies Using Most Common Practices in Dealing with Vacancies, by District Typology



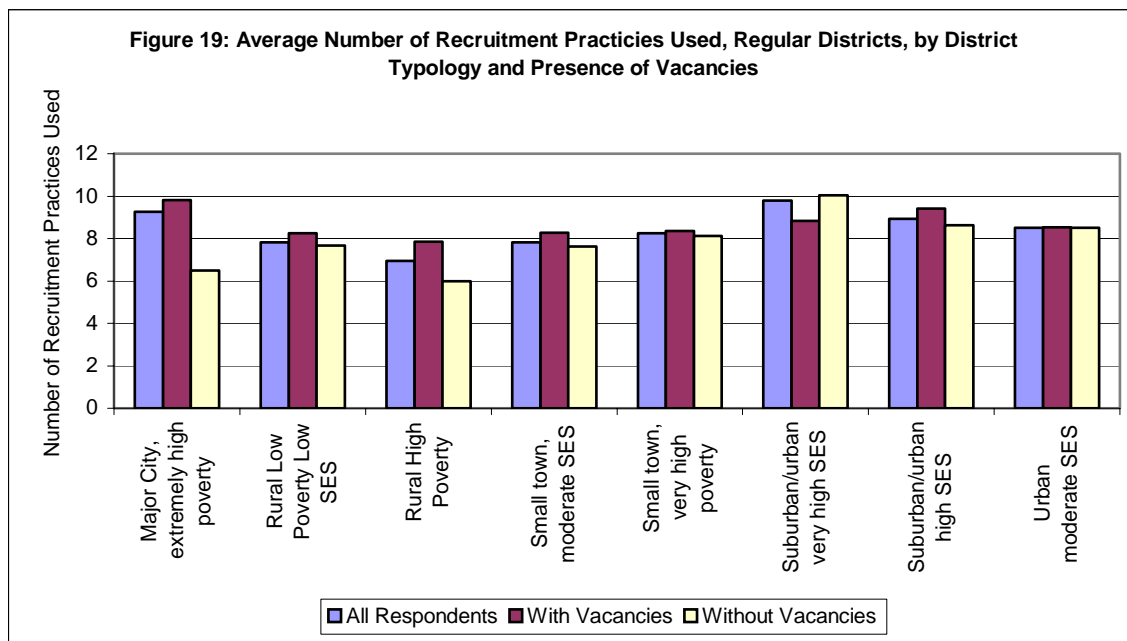
Recruitment Practices

- On average, responding districts used 7.9 of the 22 recruitment practices listed in the vacancy survey.
- Districts that reported vacancies used somewhat more recruitment practices (8.5 on average) than did districts without vacancies (7.6).
- The number of recruitment practices used varied by type of district, with ESCs and regular districts using the most practices (averaging 8.9 and 8.1, respectively), and MRDD boards using the fewest (5.7).
- In all types of districts, those with vacancies used more practices than those without vacancies, and the difference was greatest for MRDD boards. This result suggests that vacancies were not the result of lack of recruitment effort.
- Eight of the 22 recruitment practices listed on the survey were used by at least half of the responding districts:
 - Develop relationships with local colleges and universities (603 districts)
 - Advertise in Ohio college and university placement offices (559 districts)
 - Post jobs on a web site other than the Ohio Department of Education site (496 districts)
 - Offer part-time jobs (465 districts)
 - Participate in job fairs (463 districts)
 - Post jobs on Ohio Department of Education web site (450 districts)
 - Other advertising within Ohio (e.g., newspapers, radio) (418 districts)
 - Provide tuition assistance (405 districts)



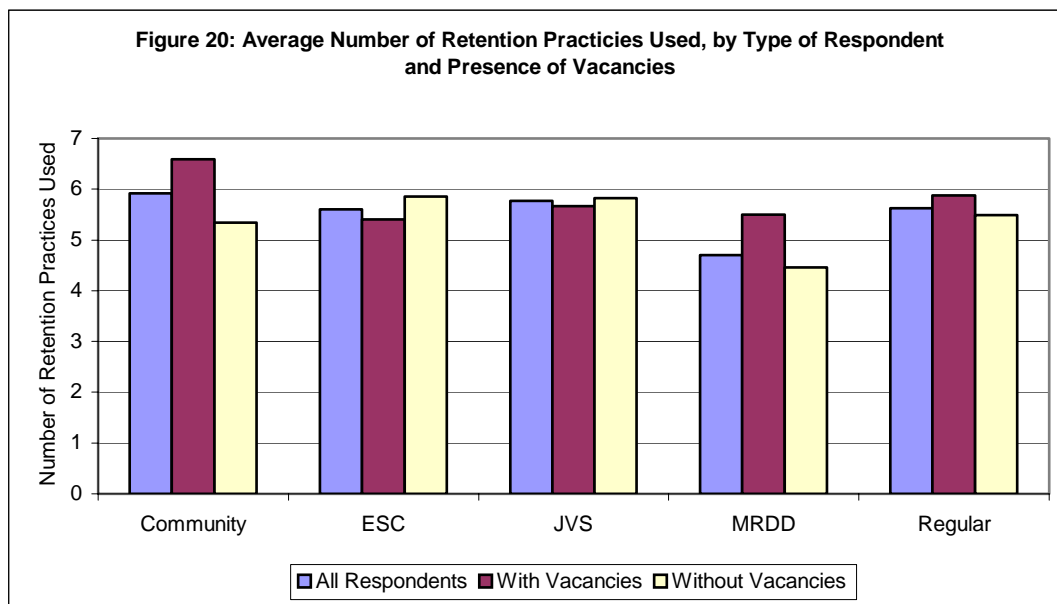
Recruitment Practices by District Typology

- Among regular districts, the number of recruiting practices used varied by district typology.
- For all responding regular districts, the average number of recruiting practices used was highest for suburban districts with very high SES (9.8 practices), and major urban districts with very high poverty (9.3 practices).
- The lowest number of practices used was found for rural high poverty districts, which averaged 7.0 practices.
- Across most district typologies, districts with vacancies used more recruitment practices than did those without vacancies.



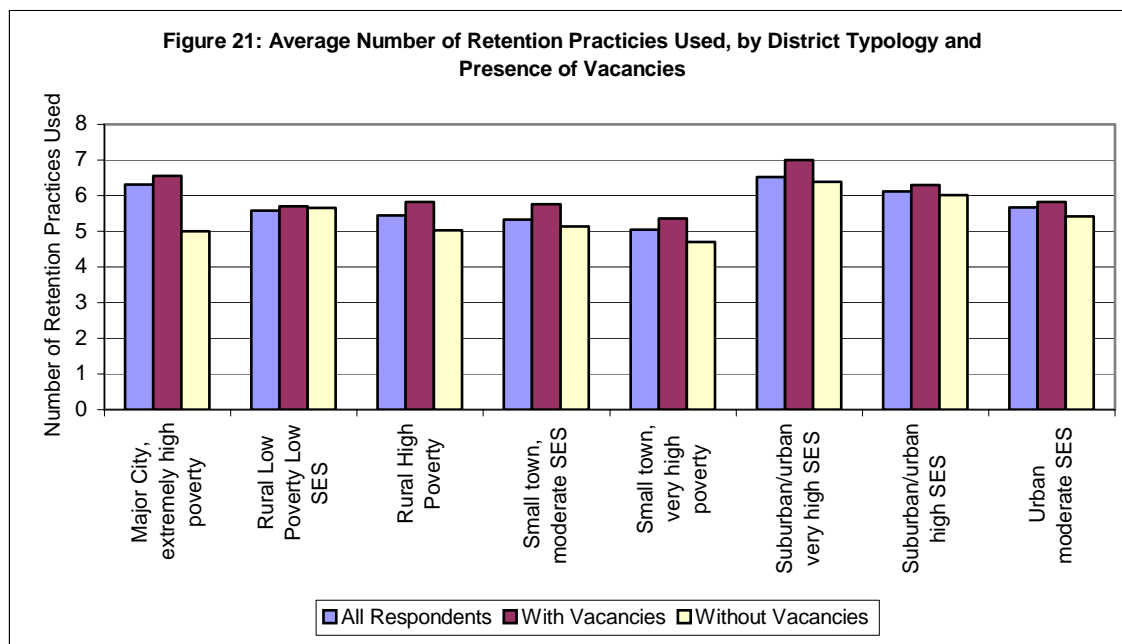
Retention Practices

- Districts responding to the vacancy survey reported using on average 5.6 retention practices among the 16 practices listed on the survey.
- Districts that reported vacancies tended to use about the same number of retention practices (5.9 on average) as districts without vacancies (5.4).
- Across the various types of districts, all types of districts except MRDD boards used about 5 retention practices on average. MRDD boards averaged 4.7 practices.
- Six of the 16 retention practices listed on the survey were used by at least half of the responding districts:
 - Increased professional development opportunities (590 districts)
 - Improved salary (567 districts)
 - Provide tuition assistance (474 districts)
 - Provide for teacher involvement in school policy-making (463 districts)
 - Improved benefits (430 districts)
 - Provide part-time teaching opportunities (425 districts)



Retention Practices by District Typology

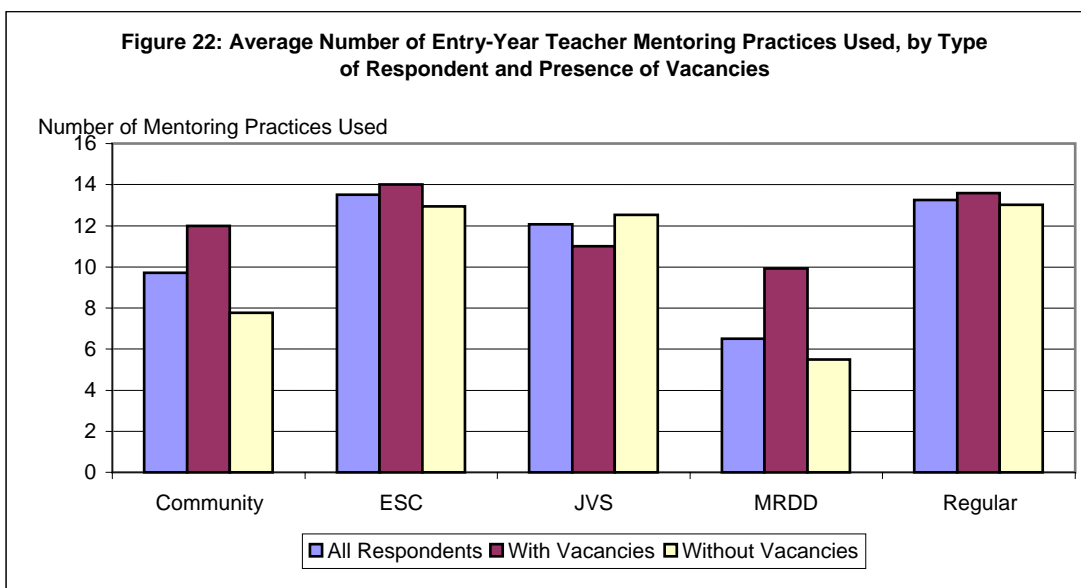
- Among regular districts, the number of retention practices used varied somewhat across district typologies.
- The average number of retention practices used was highest among suburban districts with very high SES (6.5 practices) and major urban high poverty districts (6.3 practices).
- The lowest number of practices, on average, was found among small town poor districts, with an average of 5.0 practices reported.
- The average number of retention practices used did not vary significantly by whether the district reported vacancies, except for major urban districts. Among these districts, those with vacancies reported an average of 6.5 practices used, compared to 5.0 practices for those without vacancies.



Entry-Year Teacher Mentoring Practices

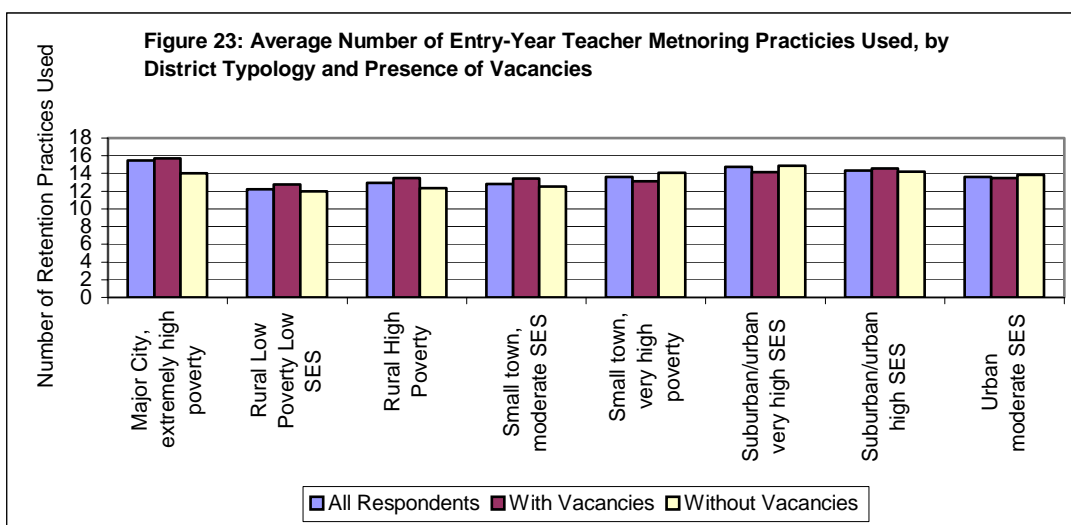
- For entry-year teachers, responding districts reported using an average of 12.4 of the 18 mentoring practices listed on the survey.
- The number of mentoring practices used for entry-year teachers varied across types of districts, with ESCs and regular districts reporting the highest averages (13.5 and 13.2 practices, respectively). Joint vocational schools averaged 12.1 practices.
- The smallest number of entry-year teacher mentoring practices used was reported by MRDD boards, which averaged 6.5 practices per district. Community schools averaged 9.7.
- The number of entry-year teacher mentoring practices differed significantly between districts with and without vacancies only for community schools and MRDD boards.
- The most frequently used entry-year teacher mentoring practices included:
 - Provide an organized and structured mentoring program (622 districts)
 - Provide induction training on administrative procedures (614 districts)
 - Require mentor teachers and mentees to meet regularly (578 districts)
 - Provide training for mentor teachers (561 districts)
 - Provide opportunities for mentees to observe experienced teachers (549 districts)

- Select mentor teachers through a formalized process (548 districts)
- Schedule time for mentor teachers and mentees to interact (529 districts)
- Provide stipends to mentor teachers for expenses related to mentoring activities (518 districts)
- Assign mentees to mentor teachers who teach the same subject or grade level (508 districts). Many districts reporting this practice qualified their response as “whenever possible.”



Entry-Year Teacher Mentoring Practices by District Typology

- The number of mentoring practices used for entry-year teachers did not vary greatly across the district typologies.
- The highest average number of practices used was 15.5 for major urban high poverty districts, and the lowest was 12.2 for rural high poverty districts.
- The number of entry-year teacher mentoring practices also did not vary significantly between districts with and without vacancies last fall.



Ohio Teacher Workforce

HIGHER EDUCATION PIPELINE

- **Enrollment and Graduates**
- **Praxis Exam Results**
- **New Teaching Licenses**

HIGHER EDUCATION PIPELINE

Enrollment and Graduates Data from Pipeline Survey

In April of 2003 surveys were sent to the 51 Ohio colleges and universities approved to prepare teachers. The survey was intended to reveal the specific licensure programs offered at each institution, the numbers of students enrolled in each licensure program offered, the number of those that are minority students, the number of students who will graduate this year, and the number of those that are minority students.

Data were obtained from 34 of the 51 institutions (67 percent return). The majority of institutions that did not respond were smaller, private institutions. The usable data set, therefore, represents approximately 75 percent of the total number of teacher candidates in the pipeline. The data presented below are based on this response set.

- The 34 reporting institutions currently enroll 24,309 students in teacher education programs.
- In these institutions, approximately 7,000 students are expected to graduate in 2003.
- In these institutions, there are 1,732 minority students enrolled in teacher education programs with 452 expected to graduate in 2003. Approximately 7 percent of the graduates from these institutions are minority students, which is consistent with previous years.
- The ODE licensure database shows that 4,110 students received licenses from these 34 institutions in 2002. The same database indicates that the 17 institutions that failed to report licensed 1,046 students in 2002 for a total of 5,156 newly licensed teachers in Ohio in that year.
- Ohio colleges and universities are producing approximately 7,000 education graduates per year. Somewhere between 20-25 percent of these graduates do not apply for a teaching license.
- Colleges and universities with teacher education programs do not have readily accessible information on the number of students enrolled in their various teacher education programs and have difficulty responding to requests for data at this level of specificity.

Table 37: 2003 Licensure Enrollments, minority enrollments, and graduates from reporting institutions

Licensure area	Students Enrolled	Minority students	2003 Expected Graduates
Early Childhood	7966	564	1864
Middle Childhood	2357	414	601
AYA Social Studies	1788	138	430
AYA Language Arts	1369	106	321
AYA Mathematics	810	53	191
AYA Science (all licenses)	629	31	207
AYA Foreign Language	299	44	85
Multi-Age Licenses	2439	156	683
Vocational Education	508	16	135
Special Education (all licenses)	3321	248	565
Total	21486	1770	5082

- There is substantial misalignment between the numbers of students enrolled in and graduating from various licensure options in teacher education programs in Ohio and the areas of teacher shortages in the state.
- Early childhood education graduates account for 30.9 percent of the total number of education graduates expected in 2003 from the reporting institutions.
- Middle childhood education graduates account for 9.9 percent of the total number of education graduates expected in 2003 from the reporting institutions.
- The pool of special education graduates (9.4 percent) is larger than the integrated mathematics graduates (3.2 percent) and all the science education licensure graduates (3.4 percent) combined.
- In the middle childhood licensure programs, 30.0 percent of students are choosing the social studies option, 28.6 percent are choosing the reading and language arts option, 23.6 percent are choosing the mathematics option, and 17.7 percent are choosing the science option.

- Results of the opinion survey that was part of the Pipeline Survey show that 77.1 percent of the respondents felt that federal mandates had a significant or moderate negative influence on newly licensed teachers seeking positions and being hired.
- Results of the opinion survey also showed that 79.9 percent of the respondents felt that state mandates had a significant or moderate negative influence on newly licensed teachers seeking positions and being hired.
- Respondents also agreed (76-82 percent) that inadequate teaching time, lack of administrative support, lack of teacher influence, and student discipline problems had a significant or moderate negative influence on job seeking and hiring. These same issues were recently cited as significant influences on teacher attrition by the National Commission on Teaching and America's Future.
- Issues such as teacher benefits and teacher salaries were also considered to have a negative influence but of lesser importance than the issues cited above.

Table 38.1: Profile of State of Ohio Teacher Education Programs, Enrollments, and Graduates 2003			
	Number of Programs	Number of Enrolled Students	Number of Graduates
<u>Early Childhood and Middle Childhood</u>			
Early Childhood	48	7966	1864
MC – Math	47	557	155
MC – Reading and Language Arts	47	676	182
MC – Science	47	417	122
MC – Social Studies	47	708	142
<i>Subtotal</i>		10324	2465
<u>Adolescent to Young Adult (AYA)</u>			
AYA – Earth Science	22	48	11
AYA – Earth/Chemistry	11	1	1
AYA – Earth/Physics	7	1	0
AYA – Integrated Language Arts	49	1369	321
AYA – Integrated Mathematics	49	810	191
AYA – Integrated Science	27	214	64
AYA – Integrated Social Studies	47	1788	430
AYA – Life Science	47	267	107
AYA – Life Science/Chemistry	22	24	1
AYA – Life Earth	7	8	4
AYA – Life/Physics	10	4	0
AYA – Physical Science: Chemistry	18	37	10
AYA – Physical Science: Chemistry/Physics	29	10	7
AYA – Physical Science: Physics	15	15	2
<i>Subtotal</i>		4596	1149
<u>Endorsement</u>			
Adapted Physical Education	5	4	2
Adult Education	2	0	0
Bilingual Education	1	1	0
Computer/Technology	19	276	62
Driver Education	1	0	0
Early Education of the Handicapped	6	92	24
Career Based Intervention	2	48	22
Pre-Kindergarten	2	0	0
Reading	35	896	210
TESOL	12	92	14
Transition-to-work	3	12	3
Vocational Work-Site	3	1	1
<i>Subtotal</i>		1422	338
<u>Intervention Specialist (IS)</u>			
IS – Early Childhood	16	168	35
IS – Gifted	7	116	37
IS – Hearing Impaired	4	122	37
IS – Mild/Moderate	36	1489	343
IS – Moderate/Intensive	17	432	113
IS – Visually Impaired	2	4	0
<i>Subtotal</i>		2331	565

Table 38.2: Profile of State of Ohio Teacher Education Programs, Enrollments, and Graduates 2003¹⁰

	Number of Programs	Number of Enrolled Students	Number of Graduates
<u>Multi Age</u>			
Dance	3	12	6
Drama/Theatre	10	13	4
Health	24	233	64
Library Media	3	88	23
Music	33	692	206
Physical Education	34	715	194
Visual Arts	36	686	186
<i>Subtotal</i>		2439	683
<u>Foreign Language</u>			
Japanese	2	3	3
Latin	7	6	2
Russian	3	3	2
Spanish	25	201	46
Swahili	1	0	0
Arabic	1	0	0
Chinese	1	2	2
French	19	63	23
German	15	18	6
Hebrew	1	0	0
Italian	2	1	1
<i>Subtotal</i>		297	85
<u>Vocational Education</u>			
Agriculture	2	180	30
Family and Consumer Science	8	92	20
Health Occupations	0	2	0
Integrated Business	8	63	27
Marketing	3	12	5
Technology Education	4	63	37
Trade and Industry	4	98	16
<i>Subtotal</i>		510	135
<i>Grand Total</i>		21919	5420

¹⁰Based on 34 of 51 Institutions Reporting (Most non-reporting institutions are small and private)

Praxis Exam Results

Table 39: Performance of Graduates of Teacher Education Institutions in Ohio on Praxis II 2000-2001¹¹

Name of Test	#Taking Praxis	#Passing Praxis	*Ohio Passing Rate	Aggregate	National Passing Rate at Ohio's Scores
Professional Knowledge	603	597	99%	93%	
Principles of Learning and Teaching K-6	4,293	3,925	91%		71%
Principles of Learning and Teaching 5-9	215	183	85%		66%
Principles of Learning and Teaching 7-12	2,239	2,102	94%		74%

- The pass rate of students in Ohio on Praxis II compares favorably to the national average pass rates. The Ohio pass rate is approximately 93 percent compared with a national pass rate of approximately 70 percent.
- The pass rates for Ohio graduates is reasonably consistent over the last few years
- Relatively few persons are taking the middle school Praxis exam (3 percent), while 58 percent of those taking the exam are from elementary education and 30 percent are focusing on the grades 7-12 exam.
- The enrollment and graduation data shown in table 37 and 38 show that the numbers of students taking exams in the high-need areas of mathematics, sciences, and special education are unlikely to be sufficient to meet the vacancy needs of districts

¹¹ Percents are rounded to nearest whole number.

Tracking Recent Graduates with a New Teaching License

Table 40 shows the number of graduates from 1999 who also received a teaching license effective in 1999 according to the type of district where they obtained employment. The table shows employment of permanent classroom teachers as well as certain additional teaching related assignments.

- As there are roughly 7000 education graduates annually, the total of 4,147 represents roughly 60 percent who receive licenses.

District Type	2000	2001	2002	2003
City School District	943	1,298	1,369	1,339
Local School District	552	798	834	826
Village School District	69	109	116	112
ESC	40	54	50	43
Community School	19	31	25	27
JVSD	14	25	23	27
Total Employed	1,636	2,315	2,416	2,373
Total 1999 Graduates	4,147	4,147	4,147	4,147

Table 41 provides a similar perspective as Table 40, but Table 41 shows only the regular teaching positions (position assignments 205, 206, and 207).

District Type	2000	2001	2002	2003
City School District	839	1,165	1,247	1,238
Local School District	477	703	742	748
Village School District	60	100	104	103
ESC	37	49	48	36
Community School	19	31	25	27
JVSD	14	25	22	25
Total Employed	1,446	2,073	2,188	2,176
Total 1999 Graduates	4,147	4,147	4,147	4,147

Figure 24 shows the relationships from Table 40 in percentage terms. The 612 regular K-12 districts are comprised of city, local and exempted village school districts.

- In 2000, about 40 percent of the 1999 graduates with licenses effective in 1999 had obtained employment in public schools. By far most of these new teachers went to city or local school districts. The percentage of teachers who went to other kinds of districts was so small that they do not appear easily distinguishable at the top of each column bar.
- About 40 percent of the new teachers in 1999 obtained a position in the 1999-2000 school year. By the next year, about 56 percent were hired.
- The percentage peaked in the 2001-2002 school year at 58 percent. Then, in the current school year (2002-2003), the percentage of 1999 graduates employed somewhere in the system fell to 57 percent.

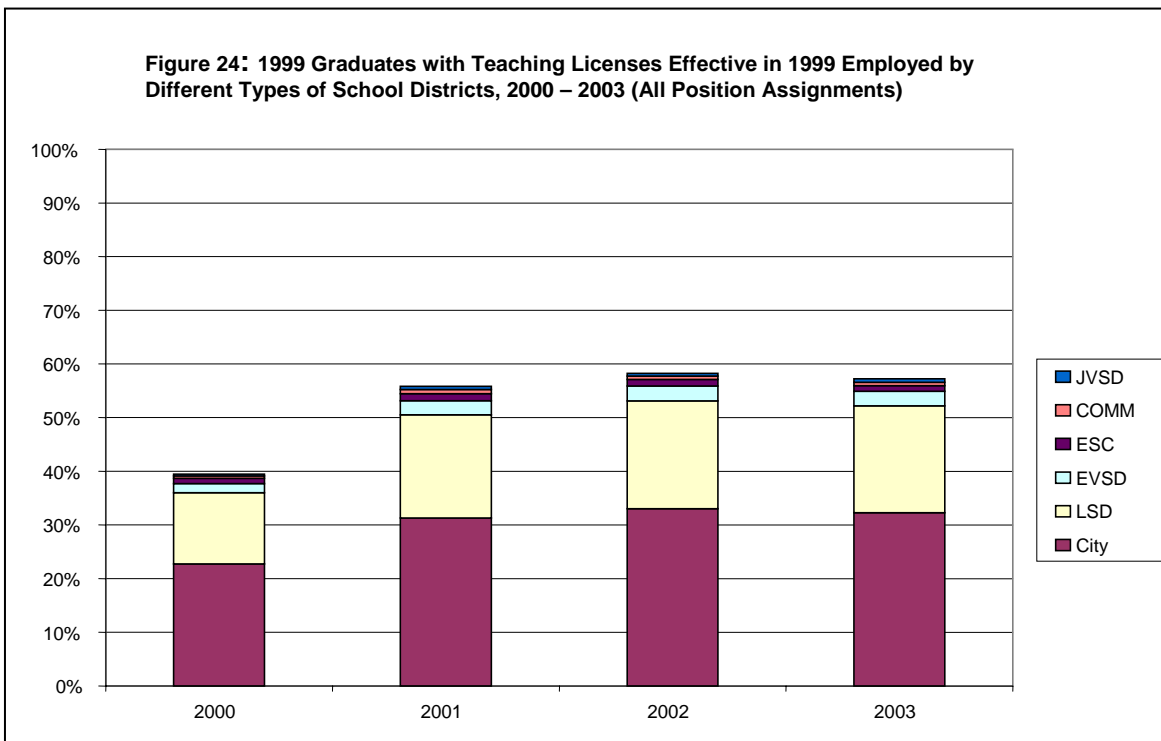


Figure 25 shows a similar perspective as Figure 24, but it uses the results obtained from Table 41 for regular classroom teachers.

- Roughly 35 percent of the newly licensed 1999 graduates obtained a position as a regular teacher (position assignments 205, 206, or 207) in 2000.
- The percentage increased to 50 percent in 2001 and to 53 percent in 2002 before falling slightly to 52 percent in 2003.

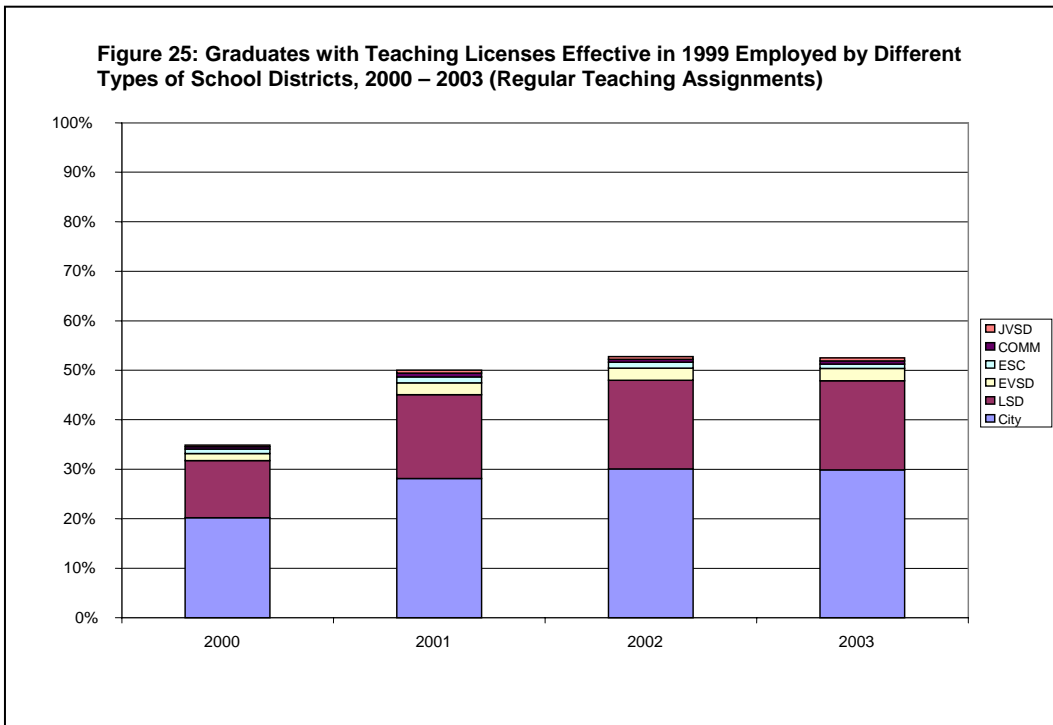


Table 42 demonstrates how information about newly licensed teachers provides a method for estimating attrition among new teachers.

- 4,147 persons graduated and received teaching licenses in calendar year 1999.
- Of this number, 2,637 obtained regular teaching positions in Ohio public and community schools during the four following school years. These years include the school years ending in June 2000, 2001, 2002, and 2003.
- An additional 202 persons from the pool of newly licensed teachers obtained other teaching-related positions.

Table 42: Employment and Attrition of Teachers and Related Positions Filled by Persons Newly Graduated and Licensed in 1999 from 2000 through 2003			
Licenses, Employment and Attrition	Teachers	Teaching-Related	Total Licenses-Positions
Licenses Effective in 1999			4,147
Employed 2000-2003	2,637	202	2,839
Employed in 2003	2,176	197	2,373
Attrition	461	5	466
Attrition Percent	17.5%	2.4%	16.4%

The third row of data on Table 42 shows the number of positions of each type still held by one of the 1999 new licensees in the 2003 school year. The difference between the total of these licensees employed during the four year period and the number employed in 2003 yields the attrition for the period.

- Of 2,637 classroom teachers hired from the 1999 pool, 2,176 remained in the classroom in 2003.
- The difference of 461 teachers shows the number of teachers who left teaching during the first three years after licensure.

The final row of the table converts attrition into a percentage by dividing the Attrition by the total number of new licensees employed over the four year period.

- The teacher attrition rate of 17.5 percent over three years equals an annual rate just under 6 percent.

Ohio Teacher Workforce

COMMUNITY SCHOOLS

- **Demographics**
- **Attrition and Mobility**
- **Age and Experience**

OHIO TEACHER WORKFORCE COMMUNITY SCHOOLS

Community Schools' Demographics

Table 43 provides information on the racial breakdown of teachers and students in community schools from 2000 to 2003. In the years before 2000, either community schools did not exist or the number of teachers employed in them was too small to allow relevant comparisons.

The data in this table can be compared to similar data in Table 9 for Ohio's 612 regular K-12 school districts.

- Community schools show a higher percentage of minority teachers than any of the categories used in the Department of Education school district typology.
- Community schools also enroll a much higher percentage of minority students than do the 612 regular school districts as a whole.
- Consequently, minority teachers in community schools are also under-represented relative to minority pupils.
- Total pupil/teacher ratios are also higher in community schools than in the regular school districts.

Race	2000	2001	2002	2003
Number of Teachers	405	575	930	1,439
Percent White Teachers	68.7%	71.3%	66.0%	68.2%
Percent Black Teachers	29.0%	25.9%	30.8%	30.0%
Percent Other Minority	2.3%	2.8%	3.2%	1.8%
Number of Students	9,805	17,251	24,034	34,039
Percent White Students	14.9%	21.4%	26.5%	33.1%
Percent Black Students	81.1%	74.6%	69.0%	62.1%
Percent Other Minority	4.0%	4.0%	4.5%	4.8%
Pupil/Teacher Ratio	24.2	30.0	25.8	23.7

Attrition and Mobility

Table 44 shows the number of teachers leaving community schools and the rates of departure for the years 2000-2002. This data can be compared to similar data in Tables 21, 22 and 25 for Ohio’s 612 regular K-12 school districts.

Race	2000	2001	2002	2000	2001	2002
Asian	3	6	9	60.0%	75.0%	64.3%
Black	72	71	108	61.6%	47.8%	37.7%
Hispanic	5	6	10	100.0%	75.0%	64.5%
White	134	176	285	48.3%	42.9%	46.5%
Total	214	259	412	52.8%	45.1%	44.3%

- Table 44 shows departure rates of community school teachers are much higher than are the rates for teachers of all race and ethnicity in regular public school districts as shown in Table 22.
- Table 44 also shows departure rates of community school teachers are much higher than are the rates for any category of public school district as shown in Table 25
- For example, between 2000 and 2001, almost 62 percent of the black teachers in community schools left teaching, moved to another community school, or moved to a regular public school district. The highest percentage of such changes in any category of public school district for that year equaled about 13 percent for major urban – very high poverty school districts.
- While the combined percentage of attrition and movement for community schools declined for blacks and whites by 2002, the remaining percentages are still much higher than those shown in Table 22 and 25 for regular public school districts.

Table 45 summarizes the number of teachers who left teaching or moved between schools at the end of spring 2000, 2001, and 2002.

Table 45: Attrition and Movement of Community School Teachers in Numbers of Teachers, 2000 - 2002			
Departure Cause	2000	2001	2002
Total Teachers	405	575	930
Change At End of Year	214	259	412
Attrition (Left Entirely)	160	154	309
Movers			
To Another Community School	16	38	38
To a Regular School District	38	67	65

Table 46 shows the same information from Table 45 in percentage form.

Table 46: Attrition and Movement of Community School Teachers in Percentage of Teachers, 2000 – 2002			
Departure Cause	2000	2001	2002
Change At End of Year	52.8%	45.1%	44.3%
Attrition (Left Entirely)	39.7%	26.7%	33.2%
Movers			
To Another Community School	3.9%	6.7%	4.1%
To a Regular School District	9.5%	11.7%	7.0%

- These data show that both the percentages of teachers who left teaching and who moved to a different school district significantly exceed the comparable percentages for teachers in regular public school districts as shown in Table 22. Less than six of ten community school teachers who taught in 2002 returned to the same community school at the beginning of 2003.
- By comparison, in regular school districts, nine of ten 2002 teachers returned to the same school district in 2003.

Age of Teachers in Community Schools

Figure 26 provides a graph of the age distribution of community school teachers from 2000 to 2003. Table 47 shows the same data as is used in Figure 26. This data can be compared with similar data in Figure 6 and Table 11 for Ohio's 612 regular K-12 school districts.

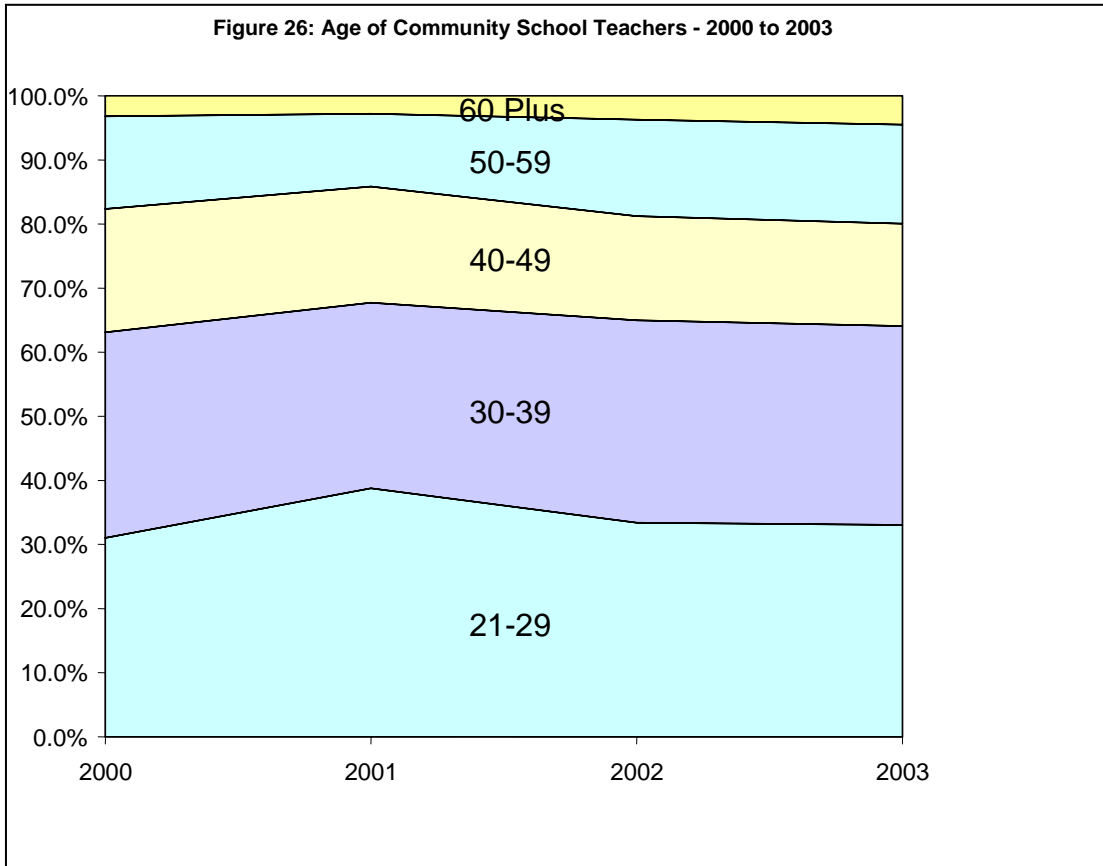


Table 47: Age of Teachers in Community Schools, 2000 – 2003

Age Range	2000	2001	2002	2003
21-29	31.0%	38.8%	33.4%	33.1%
30-39	32.1%	29.0%	31.6%	31.0%
40-49	19.2%	18.1%	16.3%	16.0%
50-59	14.4%	11.4%	15.0%	15.5%
60 Plus	3.2%	2.8%	3.7%	4.5%

- Teachers in community schools tend to be younger than teachers in regular school districts. While about 41 percent of teachers in regular school districts were under 40 in 2003, about 64 percent of community school teachers were under 40 in the same year.
- One of three community school teachers is in his or her twenties. In regular school districts, about one in six teachers is in that age group.

Experience of Teachers in Community Schools

Figure 27 provides a graph of the age distribution of community school teachers from 2000 to 2003. Table 48 shows the same data as is used in Figure 27. This data can be compared with similar data in Figure 7 and Table 12 for Ohio’s 612 regular K-12 school districts.

- The years of experience reported for community school teachers show them as much less experienced than teachers in regular school districts.
- Community schools reported that over 80 percent of their teachers have five or fewer years of experience. In contrast, regular school districts report about 33 percent of their teachers fall in the zero to five years range of experience.

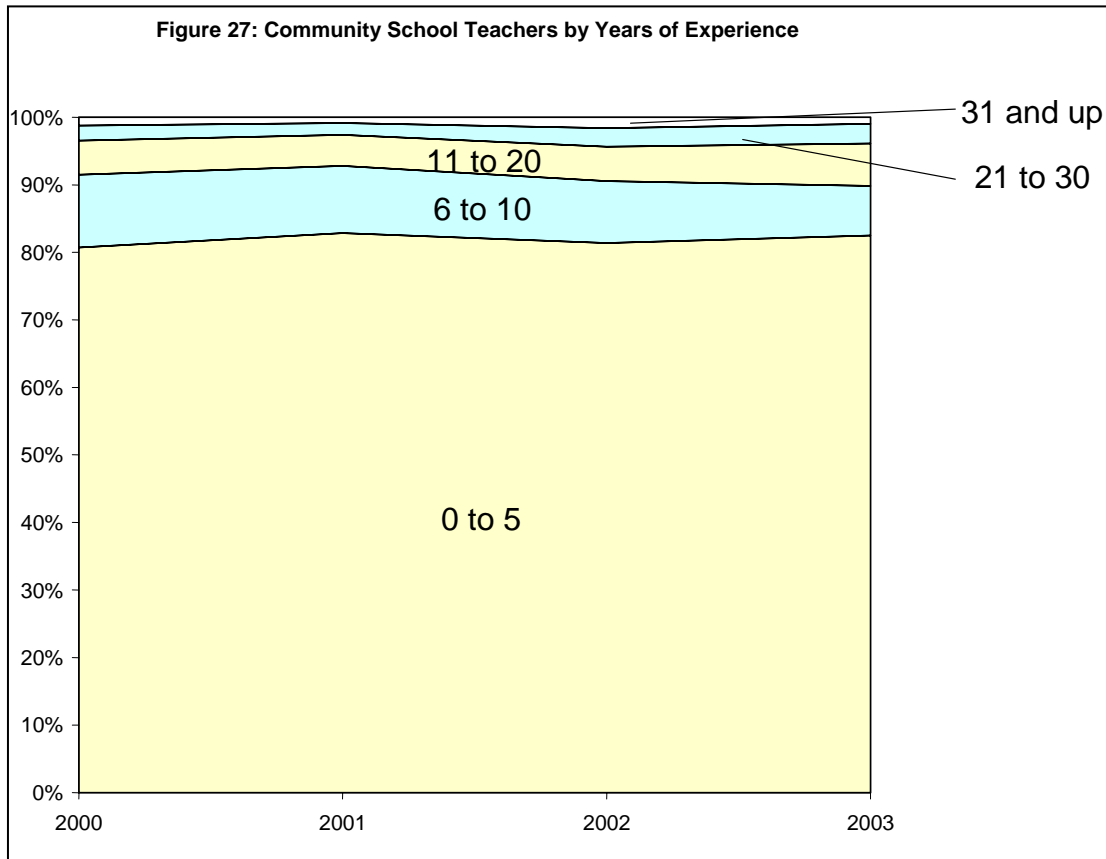


Table 48: Community School Teachers by Years of Experience, 2000 - 2003

Experience Range	2000	2001	2002	2003
0 to 10	91.5%	92.8%	90.6%	89.8%
0 to 5	80.7%	82.8%	81.4%	82.5%
6 to 10	10.8%	10.0%	9.2%	7.4%
11 to 20	5.0%	4.6%	5.1%	6.3%
21 to 30	2.2%	1.7%	2.8%	2.9%
31 and up	1.2%	0.9%	1.6%	1.0%

Examination of the underlying data for regular school districts suggests that the reported levels of experience understate the amount of experience teachers actually have accumulated. It is possible that the experience data for community school teachers also fail to show accurately the number of years that these teachers have spent in the classroom.

The differences between experience levels reported for regular school district teachers and for community school teachers are so large that it seems likely that regular school districts classrooms have more experienced teachers in them compared to community schools. However, the degree of difference may not be as great as suggested by a comparison of Figures 7 and 27 or a comparison of Tables 12 and 48.

APPENDICES

Appendix A: Typology of Ohio School Districts, Revised 1996

Ohio Department of Education
Office of Policy Research and Analysis

Rural – high poverty, low SES

These districts tend to be rural districts from the Appalachian area of Ohio. As a group they have the lowest SES profiles as measured by average income levels and percent of population with some college experience.

Rural – low poverty, low SES

These tend to be small, very rural districts outside of Appalachia. They have a work force profile that is similar to districts in Group 1, but with much lower poverty rates.

Small Town – moderate SES

These districts tend to be small economic centers in rural areas of the state outside of Appalachia. The districts tend to contain both some agricultural and some small town economic characteristics.

Small Cities/Towns – low SES, very high poverty

These districts tend to be small or medium size “blue collar” cities and towns with very high poverty rates. Among small cities and towns, they generally have the lowest SES characteristics.

Urban – moderate SES, average poverty

These districts tend to be both larger and have a higher SES profile than group 4 districts. Poverty levels are average.

Major Urban – very high poverty

This group of districts includes all of the 6 largest core cities. It also includes large urban centers that have high concentrations of poverty.

Urban/Suburban – high SES

These districts typically surround major urban centers. While they often contain industrial economic activity and modest poverty levels, they are more generally characterized as upper SES communities with a highly professional/administrative population.

Urban/Suburban – very high SES

These districts also surround major urban centers. They are distinguished by very high income levels, almost no poverty, and a very high proportion of its population characterized as professional/administrative.

Appendix C: 2003 Ohio School District Report Card Rating Definitions

All 2003 ratings are based on data from the 2001-2002 school year.

The following 22 Indicators are used in the 2003 Local Report Card rating system:

1-5. Percentage of students passing Ohio's **4th Grade Proficiency Test** in each of five categories (Reading, Writing, Math, Science and Citizenship). 75 Percent of students in the district taking the test must pass to meet state standards.

6-10. Percentage of students passing Ohio's **6th Grade Proficiency Test** in each of five categories (Reading, Writing, Math, Science and Citizenship). 75 Percent of students in the district taking the test must pass to meet state standards.

11-15. Percentage of students passing Ohio's **9th Grade Proficiency Test** in each of five categories (Reading, Writing, Math, Science and Citizenship). 75 Percent of students in the district taking the test must pass to meet state standards.

16-20. **Percentage of 10th Grade students passing Ohio's 9th Grade Proficiency Test** in each of five categories (Reading, Writing, Math, Science and Citizenship). 85 percent of students in the district taking the test must pass each test by 10th grade to meet state standards.

21. **Attendance Rate of Students.** Attendance must be at or above 93% across the district to meet state standards.

22. **Graduation Rate.** 90 percent graduation rate is needed to meet state standards.

The following 5 rating categories are used in 2003 to summarize school district performance:

Rating Category	Number of Standards Met	Number of Districts
Excellent	21-22	109
Effective	17-20	191
Continuous Improvement	11-16	257
Academic Watch	7-10	33
Academic Emergency	0-6	18