

Employment and Retention

Data Dashboard Protocol



Data Overview



Essential Questions

- To what extent do our EPP program candidates who are employed in Texas public schools continue in the profession?



Dashboard Pages

- Educator Employment
- Educator Retention
- Employment Details
- Educator Details



Data Description

Characteristics, distribution, retention, and role alignment of professional certification candidates within Texas LEAs, highlighting employment patterns across geographic locations, campus settings, and job roles over multiple years.



Why These Data Matter:

The *Employment and Retention* dashboard offers insights into the retention and persistence of our completers within Texas public schools and their respective certification roles. By examining patterns of retention, these data help us refine recruitment and selection practices, enhance clinical placement strategies, and develop targeted on-site supports that increase the likelihood of persistence in the role/field. Furthermore, it enables us to investigate the root causes of attrition—whether completers move to other districts, transition out of their roles, leave the Texas teaching field—helping us better approach programming that effectively prepares candidates for sustained success in their role.



Data Considerations:

- **Certification Year** — The dashboard visualizations utilize data from state, district, and educator preparation programs that are both collected and submitted. These visualizations adhere to the reporting timelines corresponding to the specific stakeholder population (e.g., Certification Years corresponds to the Accountability System for Educator Preparation (ASEP) Report - Includes candidates designated as *Enrolled*, *Other Enrolled*, or *Finishers/Completers* between September 1st and August 31st of that certification year).
- **Certification Role** — The certification area of the Candidate *Finishers/Completers* shown is based solely on their initial certification area (e.g., Counselor, Principal) in the relevant ASEP reporting year.

- **LEA** — The district of employment is based on the initial district in which the candidate was hired in either their certification year (Intern/Probationary Certificate) or the year following certification (Standard).
- **Retention** — Retention is based on a change in a candidate’s role as reported by districts in their Public Education Information Management System (PEIMS) report. A change in location, subject, and/or role can only be identified if a candidate moves to another Texas LEA. The data do not include private school or out-of-state employment records.

Protocol Description



Recommended Participants

- EPP Leadership (Dean, Directors, Department Chairs, Assessment Team)
- Certification Officer
- Faculty/Teacher Educators
- Course Leaders and/or Instructors
- District and/or Campus Leaders



Recommended Time & Frequency

- 90-120 minutes
- One time per year

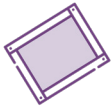


Examples of How this Dashboard’s Data Could be Leveraged

- Make periodic, proactive, assessments of how a program contributes to the leadership of schools and the district.
- Examine retention rates of completers employed in Texas LEAs to inform revisions and/or adjustments to programming, partnerships, and other program components.
- Identify role transitions to establish clear certification pathways to foster both career growth and meet district demands.
- Leverage retention data to tailor placement strategies, enhance supports, and fortify relationships with districts (prioritizing those with the best completer employment retention and considering additional supports/root cause for those with lower retention).
- Use insights from demographic employment patterns to support candidate recruitment, support placement approaches, and develop retention strategies.

Protocol: Employment and Retention Dashboard

Frame > Describe > Plan



Frame

Occurs before reviewing the data to orient stakeholders and focus the analysis.



Guiding Questions (discuss and answer all that are applicable)

- What are we trying to understand and do from these data?
- What do you expect to see in the data? Are there any assumptions or biases that need to be named?
- What decisions can these data help us make?



Example:

We are trying to discern the effectiveness of our program in placing candidates in roles that align with their professional certifications within Texas LEAs and their rate of retention, by year and by district. We want to understand if our candidates/completers find employment in their specialized areas and whether they remain in these positions, which is a signal of both the relevance of our professional certification programs to the job market and the efficacy of our graduates in their roles.

We expect to see a majority of our program's graduates employed in positions that correspond with their certification areas, indicating a successful match between our preparation and the needs of districts. We might find that we tend to certify candidates/place candidates in clinical experiences in certain districts where we have stronger existing partnerships.

The data can inform us on which professional role certification programs are most aligned with current employment trends and demand, prompting us to consider the expansion of certifications based on employment and retention trends. We could decide to bolster our partnerships with LEAs where our candidates are less represented (and in which we know there is high demand), or in LEAs that have lower retention rates of our completers.

Your framing...

Protocol: Employment and Retention Dashboard

Frame > Describe > Plan



Describe

Occurs during the data review to make meaning of the data and support decision-making.



Guiding Questions (discuss and answer all that are applicable)

- What do you see in the data?
- Are there trends, outliers, correlations, etc.?
- What do the data suggest?



Example:

In looking at the data, we find that our completers are employed across various districts within the region, with a few outliers far outside of our region. A high number of the completers serve in roles that align with their certifications, particularly within urban settings. That said, there is a noticeable trend of role and location changes in the first two years post-certification, hinting at potential challenges in the initial hiring district/campus, overall stability of these campuses based on need, and/or job satisfaction (which can be due to a host of things that we must identify the root cause of, including readiness for the role). While retention in some LEAs is commendable, particularly in Bluebonnet ISD where our candidates are more likely to be employed in their certified areas, the overall retention beyond the first year for certain certification types, such as Principal, is lower than desired. These data suggest the need for a deeper dive into the root causes of attrition and the support/professional development needed to increase retention and overall impact.

Your description...

Protocol: Employment and Retention Dashboard

Frame > Describe > Plan



Plan

Occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.



Guiding Questions (discuss and answer all that are applicable)

- Based on these data, what should we do next?
- What are the specifics (timelines, resources, limitations. etc.) of our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?



Example:

To address our program's retention rates we plan to develop a review process in the next 2 months that identifies what is influencing our candidates' retention/attrition into roles (or not). This "root cause analysis" will include:

- *Program exit interviews (and data capture/tracking) for all completers regarding their desired role and plans,*
- *Partnership interviews with Human Resources and Cabinet members regarding the need within and across districts for professional roles, and*
- *An alumni survey, which will help us understand how the program has/has not prepared completers to gain and retain roles in the desired professional role.*

This approach and the corresponding data will empower us to refine our support systems, including the development of a robust mentorship framework, create robust goals and aligned metrics regarding employment and retention, and more quickly identify at-risk candidates. We will monitor our progress and effectiveness in our partnership meetings with districts and at the campus level with principal meetings.

Your plan...