CAEP Assessment Form	Indicators of Teaching Effectiveness: Ohio Teacher Evaluation System Data, 2016-2019
Administration and Purpose	The Ohio Teacher Evaluation System (OTES) "provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system." (*Ohio Educator Preparation Provider Performance Report*, 2020).
Informing Candidates	Candidates learn about the OTES primarily in their senior student teaching seminar. All candidates are required to successfully complete an online "Introduction to Value-Added Progress Metrics" module prior to or during their student teaching semester.
Content of Assessment	The OTES combines (1) educator performance, and (2) student growth measures to form a final summative rating.

	Per Ohio law, districts can select either the "Original Framework," or (as of 2014-2015) the "Alternative Framework." TheOriginal Framework is based 50% on teacher performance on standards as assessed by reflective observations, and 50% on student growth measures including value-added data if available. (For more on the Original Framework seehttp://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-Original-Framework-Graphic112015_acc.pdf.aspx.) In the Alternative Framework, 50% of a teachers OTES rating is based on teacher performance on standards as assessed by reflective observations, and 35% is based on student growth measures including value-added data if available. The remaining 15% is composed of one or more alternative components, including student portfolios, peer-review evaluations, and district-determined components. (For more information on the Alternative Framework see http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-Alternative-Framework-Graphic112015_acc.pdf.aspx). For more information on teacher performance, see http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s- Teacher-Evaluation-System/Teacher-Performance-Ratings.
Scoring	An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort

	comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals. (*Ohio Educator Preparation Provider Performance Report*, 2020). Regardless of framework, districts enter ratings for each measure into the electronic Teacher and Principal Evaluation System (eTPES). Using a 600-point formula, eTPES assigns a value to each rating and multiplies by the weight of the component. The final value is translated to a teacher's final summative rating of Ineffective, Developing, Skilled, or Accomplished (http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Overview-of-Formula-041516_acc.pdf.aspx).
Data Validity or Survey Content Data Reliability or Data Quality	The reliability of the data stem from its parts. The teacher performance observation portion of the OTES is based directly on the Ohio Standards for the Teaching Profession and specific instructions are readily available through the ODE website. In order to be credentialed evaluators, individuals must complete an in- person training and an online test, and complete a training and test every two years for recalibration (http://education.ohio.gov/Topics/Teaching/Educator- Evaluation-System/Teacher-Evaluation-Training). *Technical Documentation of EVAAS Analyses*

	(2017) including various elements value-added model quality of can be found here: http://education.ohio.gov/getattachment/Topics/Data/Report-Card- Resources/Ohio-Report-Cards/Value-Added-Technical-Reports-1/Technical- Documentation-of-EVAAS-Analysis.pdf.aspx
Comments	Note that OTES data are only provided for teachers who first received their Ohio license in the year stated, are teaching in an Ohio public school, and are not exempted from evaluation by their district as a result of an accomplished or skilled rating the year prior. In addition, state reports indicate that more than 25% of educator evaluations were not complete in all three years reported here (*Educator Evaluation Review, Process,* http://education.ohio.gov/Topics/Teaching/Educator-Evaluation- System/Educator-Evaluation-Audit). Data is provided only at the EPP level. Last, the state does not distinguish between 0, 1, or 2 for the purpose of these data, and only provides "<3."

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

2020

Ohio Educator Preparation Provider Performance Report College of Wooster

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

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ohio Department of Education)

Description of Data:

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

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

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

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

1. The information in the report is for those individuals receiving their licenses with effective years of 2016, 2017, 2018, and 2019.

2. The teacher evaluation data in this report are provided by the Ohio Department of Education.

3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2016	N<10	N<10	N<10	N<10
2017	N<10	N<10	N<10	N<10
2018	N<10	N<10	N<10	N<10
2019	N<10	N<10	N<10	N<10