

CAEP Assessment Form	Impact on P-12 Learning and Development: Value-Added Growth Measure, 2016-2019
Administration and Purpose	Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.
Informing Candidates	Candidates learn about Ohio's value-added system and its relationship to the Ohio Teacher Evaluation System (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. This course is provided by Ohio State University. Student Teachers are required to earn at least an 80% on an evaluation before completion of the course.
Content of Assessment	EVAAS value-added analyses have been available to educators and policymakers for the past two decades. During that time, there have been many changes in testing regimes in the

	<p>states that use EVAAS. From this experience, SAS has developed a statistically robust process to use all available testing data from both old and new tests as well as to ensure continuity in reporting. By using some simplified examples of EVAAS models, ODE provides an overview of how EVAAS will accommodate changes in Ohio's tests and continue to provide valid and statistically robust value-added results.</p> <p>More information can be found at: http://education.ohio.gov/Topics/Data/Report-Card-Resources/Report-Card-Data-Forms-and-Information/Value-Added-Technical-Reports</p>
<p>Scoring</p>	<p>The information in the report is for those individuals receiving their licenses with effective years of 2016, 2017, 2018, and 2019. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.</p>
<p>Data Validity or Survey Content Data Reliability or Data Quality</p>	<p><i>Technical Documentation of EVAAS Analyses</i> (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</p> <p>Other documentation and related research can be found here: http://education.ohio.gov/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Value-</p>

	<p>Added-Technical-Reports</p>
<p>Comments</p>	<p>The value-added linked data represent only teachers with license effective dates within the reporting years who serve in public K-12 schools and district-administered community schools in Ohio.</p> <p>ODHE provides reports to the EPP that show the value-added results for completers. Given our small numbers, the smaller subset of completers teaching in Ohio public schools, and the parameters for EVAAS, the n reflected here is small relative to our completers. Many of our completers travel outside of Ohio to find teaching positions in other states, therefore our n is usually less than 10.</p>

*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

Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at College of Wooster

Reporting Period from Sept 1, 2019 to Aug 31, 2020

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

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2016, 2017, 2018, and 2019.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for College of Wooster-Prepared Teachers

Initial Licensure Effective Years 2016, 2017, 2018, 2019		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A