CAEP Assessment Cover Form	**Impact on P-12 Learning and Development: Value-Added Growth Measure, 2018-2021**
Administration and Purpose	The Ohio Department of Education (ODE) analyzes student progress using an Education Value-added Assessment System (EVAAS). Value-added analysis is intended to help educators and schools measure the impact they have on students' academic progress from year to year. Only public schools are required to track student performance and teacher effectiveness in this way, so the results here reflect a sample of EPP completers – those teaching in Ohio public schools. If value-added measures are available, then between 10% and 50% of a teacher's performance is evaluated using value-added measures, depending on how much of the individual's teaching assignment is dedicated to value-added courses. (If value-added measures are not available, 50% of the teacher's evaluation comes from an approved vendor assessment and/or a district measure.) Recently ODE has begun providing value-added data to EPPs through the Ohio Department of Higher Education (ODHE) to allow them to track the impact of their completers. More information can be found on the ODE website, https://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Value-Added-Student-Growth-Measure.
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.
Content of Assessment	Ohio's value-added scores are based on public school students' standardized assessment scores. The assessments have changed three times in just a few years. Initially, students took the Ohio Achievement Assessment (OAA), which was replaced by Partnership for Assessment of Readiness for College and Careers (PARCC) when the Common Core State Standards were adopted by Ohio. Ohio abandoned PARCC after one year in favor of the American Institutes of

	Research (AIR) system. Nevertheless, the EVASS reports explain that the models are robust enough to assure the validity of the results. (Also see http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Value-Added-Student-Growth-Measure.)
Scoring	Teachers' value-added scores comprise, at most, 50% of their total effectiveness rating, with the remaining portion determined by observations and conferences to assess teachers' performance on standards. Value-added measures are derived from students' performance on state test, even when the tests have changed year to year as is in the case of Ohio. Ohio uses a gain-based model (Multivariate Response Model - MRM) when assessments are administered consecutively across grades or in a sequential pattern (reports for math and ELA, grades 4-8), and a predictive model (Univariate Response Model - URM) when assessments are not administered in a sequential pattern (reports for science, social studies, and high school end-of-course). (See https://portal.battelleforkids.org/Ohio/topics/value-added.)
Data Validity or Survey Content	*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
Data Reliability or Data Quality	Other documentation and related research can be found here: http://education.ohio.gov/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Value-Added-Technical-Reports
Comments	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. By viewing the data for the three cycles holistically we get a large enough *n* for patterns to emerge. That picture shows that about 64% of our completers' fall in the average, above average, or most effective levels. The high level of success indicates that all of our programs effectively prepare teachers to help students succeed academically. Data presented represent the last three cycles of data collected prior to the COVID-19 pandemic.

	*In 2019-2020 and 2020-2021, Value-Added Measures were not calculated due to COVID-19 and cancellation of state-mandated assessments in 2019-2020 and delays and issues with data collection related to the pandemic in 2020-2021. Ohio's continued emergency legislation addressing the coronavirus pandemic-related issues (House Bill 164 of the 133rd General Assembly) had substantial impacts on state testing during the 2020-2021 school year. Specific language within House Bill 164 regarding these data limitations for the 2020-2021 school year is as follows: *SECTION 10. Notwithstanding anything to the contrary in sections 3319.02, 3319.111, and 3319.112 of the Revised Code, a school district board of education shall not use value-added progress dimension data established under section 3302.021 of the Revised Code, any other high-quality student data as defined by the state board of education under section 3319.112 of the Revised Code, or any other student academic growth data to measure student learning attributable to a teacher or principal while conducting performance evaluations under sections 3319.02, 3319.111, and 3319.112 of the Revised Code for the 2020-2021 school year. Rather, a district board shall use only the other evaluation factors and components prescribed under sections 3319.02, 3319.111, and 3319.112 of the Revised Code to conduct a teacher's or principal's performance evaluation under those sections for that school year. Nothing in this section shall be construed to prohibit a district board from considering as part of a teacher's or principal's evaluation how that teacher or principal collects, analyzes, and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or to improve the teacher's or principal's practice.*

Aggregated Value-Added Data 2017-2021

Reporting Year[a]	*n*	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
2017	18	22% (4)	11% (2)	39% (7)	11% (2)	17% (3)
2018	15	40% (6)	-	13% (2)	13% (2)	33% (5)
2019	19	37% (7)	5% (1)	21% (4)	5% (1)	32% (6)
2020*	-	-	-	-	-	-
2021*	-	-	-	-	-	-
Total	**52**	**33% (17)**	**6% (3)**	**25% (13)**	**10% (5)**	**26% (14)**

Note: 2017 was the first year value-added data was provided for both specific content areas, as well as a composite. Only composite scores are reflected here. Value-added levels are not provided for multi-age completers.

[a] Because value-added levels are only calculated for grades 4 and up, the Early Childhood completers reflected here are only those who (1) opted to complete the requirements for the Early Childhood Generalist Endorsement enabling them to teach grades 4 & 5 and (2) were also employed in grade 4 or 5.

*In 2019-2020, Value-Added Measures were not calculated due to COVID-19 and cancellation of state-mandated assessments. In 2020-2021 due to issues with data collection, value-added data were limited and therefore Value-Added Measures were not calculated.

2017 Value-Added Data by Program

Program[a]	*n*	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
Early Childhood❁	5	20% (1)	0% (0)	60% (3)	0% (0)	20% (1)
Middle Childhood	6	33% (2)	17% (1)	0% (0)	33% (2)	17% (1)
AYA	7	14% (1)	14% (1)	57% (4)	0% (0)	14% (1)
Total	**18**	**22% (4)**	**11% (2)**	**39% (7)**	**11% (2)**	**17% (3)**

2017 Statewide Comparison

Employed as Teachers	Teachers with Value-Added Data	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
11,485	4,371	18% (765)	9% (414)	35% (1,522)	15% (657)	23% (1,013)

2018 Value-Added Data by Program

Program[a]	*n*	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
Early Childhood✪	5	40% (2)	-	20% (1)	20% (1)	20% (1)
Middle Childhood	3	66% (2)	-	33% (1)	-	-
AYA	7	29% (2)	-	-	14% (1)	57% (4)
Total	**15**	**40% (6)**	**-**	**13% (2)**	**13% (2)**	**33% (5)**

2018 Statewide Comparison

Employed as Teachers	Teachers with Value-Added Data	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
10310	3807	**18% (677)**	**10% (369)**	**31% (1181)**	**16% (594)**	**26% (986)**

2019 Value-Added Data by Program

Program[a]	*n*	Value-Added Levels				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
Early Childhood✪	7	29% (2)	-	29% (2)	14% (1)	29% (2)

Middle Childhood	2	100% (2)	-	-	-	-
AYA	10	30% (3)	10% (1)	20% (2)	-	40% (4)
Total	**19**	**37% (7)**	**5% (1)**	**21% (4)**	**5% (1)**	**31% (6)**

2019 Statewide Comparison						
Employed as Teachers	Teachers with Value-Added Data	**Value-Added Levels**				
		Most Effective	***Above Average***	***Average***	***Approaching Average***	***Least Effective***
9474	3480	18% (611)	9% (304)	30% (1,055)	15% (505)	29% (1,005)