

CAEP Accountability Measure 1: Completer Impact and Effectiveness

State Generated Value-added Data Summary for Professional Education

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.

A value-added model measures how much growth a group of students made relative to the expected growth. A group could be all the students in a particular district, school, or classroom, in a specific subject, grade, and year. Expected growth is based on how the individual students within the group performed, on average, compared to other students just like them across the state.

A value-added model then compares a group's actual growth to the expected growth to see whether there is evidence that that group made more than, less than, or about the same growth as expected.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with the previous four reporting effective years.
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.

2022

Both completers are working in high minority and high to medium-high poverty schools. One completer was rated in Algebra 1 and all students were between one standard error above and one standard error below the mean. The other completer was rated in American Government, English Language Arts, and Mathematics. Students were either between one standard error above and one standard error below the mean or between one and two standard errors below the mean.

2023

Four completers are working in high to medium high minority and high to medium-high poverty schools. Two completers were rated in mathematics and the range of ratings is between one and two standards of errors and between four and six standards of error; one in English Language Arts II and the range of ratings is between one and two standards of errors; one in American History/Government and most students were between one standard error above and one standard error below with the remaining rated between one and two standards of errors.

2024

Three completers are working in high to medium high minority and high to medium-high poverty schools. One was rated in English Language Arts in a high minority and poverty quartile and was less than one standard error. One was rated in mathematics in a medium-high minority and poverty quartile and was rated between one and two standards of errors. The other mathematics completer is in a medium-high minority quartile and a medium-low poverty quartile and was at nearly seven standards of error.

2025

One completer is working in a high minority and high poverty school. The completer was rated in English Language Arts and was rated between one and two standards of error. Another completer is working in a medium-high minority and high poverty school and was rate in Science at less than one standard of error. There are two mathematics completers, both are in medium-high minority schools. One is in a high poverty quartile and was rated at one standard error. The other math completer is in a low poverty school and was rated at four standards of error.

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State Gathered Value Added Data													
State Id	School Level	School Type	Building Value Add Level	Minority Quartile	Poverty Quartile	Test Name	Test Subject	Grade	Year	Growth Measure	Standard Error	Index	Level
OH3176555	Elementary School	Public School	F	High	High	OST Teacher Composite	n/a	N/A	2025			-1.83	Green
OH3176555	Elementary School	Public School	F	High	High	OST	English Language Arts	7	2025	-2.38148677	1.296536233	-1.83	Green
OH3285512	High School	Public School	B	Medium-High	High	OST	Science	5	2025	1.439519634	3.954138766	0.36	Green
OH3285512	High School	Public School	B	Medium-High	High	OST Teacher Composite	n/a	N/A	2025			1	Green
OH3285512	High School	Public School	B	Medium-High	High	OST	Mathematics	5	2025	2.393892774	2.35782734	1.02	Green
OH3373709	No School Level	Public School	NR	Medium-High	Low	OST Teacher Composite	n/a	N/A	2025			-4.04	Yellow
OH3373709	No School Level	Public School	NR	Medium-High	Low	OST EOC	Algebra I	N/A	2025	-9.795407522	2.420858888	-4.04	Yellow
State Id	School Level	School Type	Building Value Add Level	Minority Quartile	Poverty Quartile	Test Name	Test Subject	Grade	Year	Growth Measure	Standard Error	Index	Level
OH3176555	Middle School	Public School	NR	High	High	OST	English Language Arts	8	2024	0.509826938	1.793843976	0.28	Green
OH3176555	Middle School	Public School	NR	High	High	OST Teacher Composite	n/a		2024			0.28	Green
OH3223376	High School	Public School	NR	Medium-High	Medium-High	OST EOC	Algebra I	N/A	2024	-7.533875756	4.953855003	-1.52	Green
OH3223376	High School	Public School	NR	Medium-High	Medium-High	OST Teacher Composite	n/a		2024			-1.52	Green
OH3373709	High School	Public School	NR	Medium-High	Medium-Low	OST EOC	Algebra I	N/A	2024	-11.34440121	1.643016531	-6.9	Yellow
OH3373709	High School	Public School	NR	Medium-High	Medium-Low	OST Teacher Composite	n/a		2024			-6.9	Yellow
State Id	School Level	School Type	Building Value Add Level	Minority Quartile	Poverty Quartile	Test Name	Test Subject	Grade	Year	Growth Measure	Standard Error	Index	Level
OH3223376	High School	Public School	NR	Medium-High	Medium-High	OST EOC	Algebra I	N/A	2023	-6.004122375	4.222866694	-1.42	Green
OH3223376	High School	Public School	NR	Medium-High	Medium-High	OST Teacher Composite	n/a		2023			-1.42	Green
OH3328089	High School	Public School	NR	High	Medium-High	OST Teacher Composite	n/a		2023			-0.97	Green
OH3328089	High School	Public School	NR	High	Medium-High	OST EOC	American US History	N/A	2023	-5.633124045	3.552481231	-1.58	Green
OH3328089	High School	Public School	NR	High	Medium-High	OST EOC	American US Government	N/A	2023	-0.705673022	1.404241849	-0.5	Green
OH3340400	High School	Public School	NR	High	High	OST Teacher Composite	n/a		2023			-1.67	Green
OH3340400	High School	Public School	NR	High	High	OST EOC	English Language Arts II	N/A	2023	-5.851176645	3.4920323	-1.67	Green
OH3373709	High School	Public School	NR	Medium-High	Medium-High	OST Teacher Composite	n/a		2023			-6.6	Yellow
OH3373709	High School	Public School	NR	Medium-High	Medium-High	OST EOC	Geometry	N/A	2023	-11.76135189	2.66511227	-4.41	Yellow
OH3373709	High School	Public School	NR	Medium-High	Medium-High	OST EOC	Algebra I	N/A	2023	-9.358761995	1.877861981	-4.98	Yellow
State Id	School Level	School Type	Building Value Add Level	Minority Quartile	Poverty Quartile	Test Name	Test Subject	Grade	Year	Growth Measure	Standard Error	Index	Level
OH3328089	Elementary School	Public School	NR	High	High	OST EOC	American US Government	N/A	2022	-7.59100826	2.677346557	-2.83	Yellow
OH3328089	High School	Public School	NR	High	Medium-High	OST	English Language Arts	8	2021	-4.57	3.79	-1.2	Green
OH3328089	Elementary School	Public School	NR	High	High	OST Teacher Composite	n/a		2022			-2.83	Yellow
OH3328089	High School	Public School	NR	High	Medium-High	OST	Mathematics	8	2021	1.3	5.84	0.22	Green
OH3328089	Elementary School	Public School	NR	High	High	OST EOC	American US Government	N/A	2022	-7.59	2.68	-2.83	Yellow
OH3337822	High School	Public School	NR	High	High	OST Teacher Composite	n/a		2022			-0.73	Green
OH3337822	High School	Public School	NR	High	High	OST EOC	Algebra I	N/A	2022	-3.55	4.84	-0.73	Green
OH3337822	High School	Public School	NR	High	High	OST EOC	Algebra I	N/A	2022	-3.551231231	4.837425677	-0.73	Green