

2022 Measure 1 Completer Effectiveness and Impact on P-12 learning and Development: Value-Added Data (R.3.3|R.4.1)

Value-added data and analysis helps educators annually measure the impact districts, schools and teachers have on students’ academic progress and growth. Value-added provides one high-quality source of student data used to evaluate teachers. Ohio’s value added system provides information on student academic gains, helps schools demonstrate how students are achieving progress, and provides measures to inform instructional practices. Ohio’s system is based on Elementary and Middle School Tests (grade 4-8) and End-of-Course Tests for high school credit (this is listed as a limitation of Ohio’s value-added data in the performance report).

The value-added data below was reported and can be found in Heidelberg’s 2022 Educator Preparation Provider Performance Report and spans the initial licensure effectiveness years of 2018-2021. One of the limitations of the value-added data is that for Education Preparation Providers in Ohio with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported. Heidelberg’s 2021 and 2020 Educator Preparation Provider Performance Report did not include value-added data for our completers. The 2022 report also demonstrates a change in value-added classifications. Previously the classifications were: Most effective, above average, average, approaching average, and least effective. In the 2022 Report the classifications are yellow (significant evidence that students made less growth than expected), green (evidence that students made growth as expected), and light blue (significant evidence that students made more growth than expected).

Value-Added Data for Heidelberg University-Prepared Teachers

Initial licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classification		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
53	17	N=7 41%	N=9 53%	N=1 6%

Demographic Information for Schools where Heidelberg University Teachers with Value-Added Data Serve

What school level did Heidelberg University prepared teachers serve with value-added data in the 2022 Performance Report (N=17)?

Elementary School	Middle School	High School
-------------------	---------------	-------------

N=4	N=6	N=7
24%	35%	41%

What type of school did Heidelberg University prepared teachers serve with value-added data in the 2022 Performance Report (N=17)?

Community School	Public School
N=1	N=16
6%	94%

What is the minority enrollment by quartile of the schools Heidelberg education graduates with value-added data are employed?

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=2	N=5	N=4	N=6	N/A
12%	29%	24%	35%	N/A

What SES populations are teachers prepared by Heidelberg University ?

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=4	N=4	N=7	N=2	N/A
24%	24%	41%	12%	N/A