

# VALUE-ADDED RESULTS FOR E-SCHOOLS IN OHIO

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## OHIO EVAAS TIMELINE

- Student IDs were first merged across LEA lines in 2011
  - Possible because of improvement on SSIDs
  - Provided the ability for a student's testing history to follow them to different LEAs
- OAA Math and Reading Value-added Model
  - 2010
    - All Schools were using the original EVAAS MRM methodology
    - Students were only considered the same if they were in the same LEA for above reason.
  - 2011
    - All Schools were using the original EVAAS MRM methodology
    - Students were considered the same as long as they were in the same county
    - Done within county due to computational reasons

## OHIO EVAAS TIMELINE

- OAA Math and Reading Value-added Model continued...
  - 2012
    - All non-community schools used original EVAAS MRM.
      - Students were considered the same as long as they were in the same region.
      - Expanded to region with additional computational power
    - All community schools methodology was updated to better account for mobility of students
      - All students prior testing history was used in the gain calculation regardless of where they came from
      - No longer necessary to assume a student was representative of the school that they came from because we were not using the students from those feeder schools that did not enroll at the community schools
  - 2013
    - All schools using updated methodology as community schools in the past year
    - All students prior testing history was used in gain calculation from across the state
    - Students are only used in the analysis if they meet FAY requirement

# OHIO EVAAS | SCHOOLS USED FOR COMPARISON

- Mobility Statistics:
  - E-Schools
    - Average percent of students with gains coming from other schools in very small groups = 41%
    - None of these students were used in calculating the gain
    - Average 2013 Mobility Rate = 48.1%
  - Comparison Group of Schools
    - Brick and Mortar Community, Constellation, and Highly Mobile Traditional Public Schools
    - Average percent of students with gains coming from other schools in very small groups = 34%
    - None of these students were used in calculating the gain
    - Average 2013 Mobility Rate = 29.4%

## OHIO EVAAS | SCHOOLS USED FOR COMPARISON

- Other statistics for comparison
- E-Schools – 7 schools
  - 2013 Percent Non-white – 21%
  - 2013 Percent Economically Disadvantaged – 64%
  - 2013 Percent Indicators Met – 31.3%
- Comparison Schools – 42 schools
  - 2013 Percent Non-white – 78%
  - 2013 Percent Economically Disadvantaged – 95%
  - 2013 Percent Indicators Met – 7.7%
- Overall these schools are fairly comparable

## OHIO EVAAS | INDIVIDUAL STUDENT DATA

- Instead of looking in the model specifics, look at the individual students.
- Compare all students' current year scores to their prior year scores after converting to NCEs to get a simple gain.
- What does this tell us about the students?
- What is the difference of the students' gains when they moved from one school to the next vs. staying at the same school?
- Is this difference comparable for e-schools compared to other highly mobile schools?

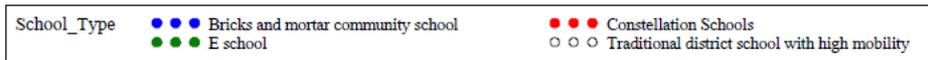
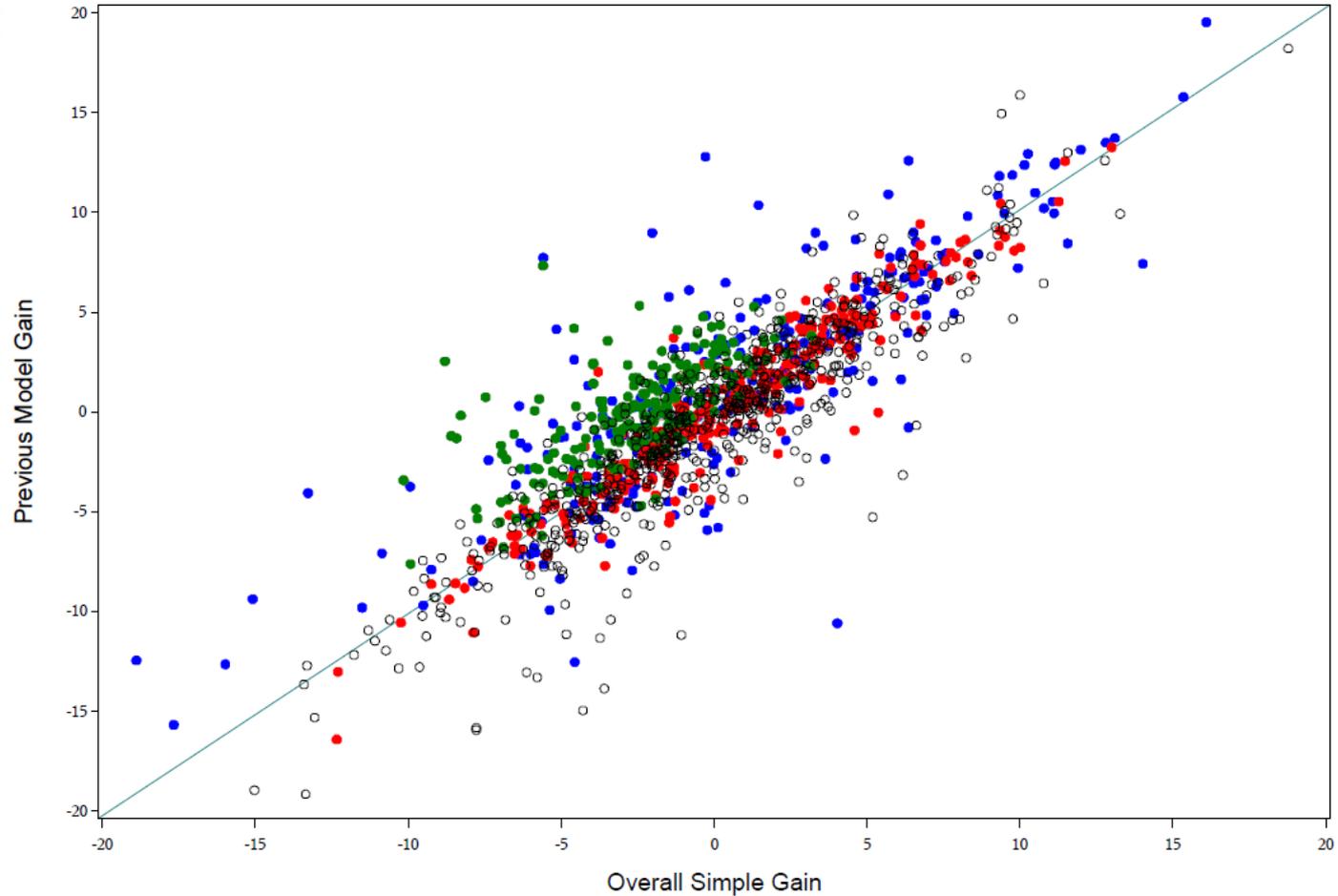
## OHIO EVAAS | INDIVIDUAL STUDENT DATA

- Key difference is the average difference in gains of students that came from the same schools vs. the gains of students that came from different schools.
  - (show spreadsheet)
- From the mobility statistics
  - 41% of prior scores were not used for e-schools
  - 34% of prior scores were not used for other comparison schools
- Inclusion of these students has a much larger overall impact to the overall gain for e-schools vs. other comparison group schools

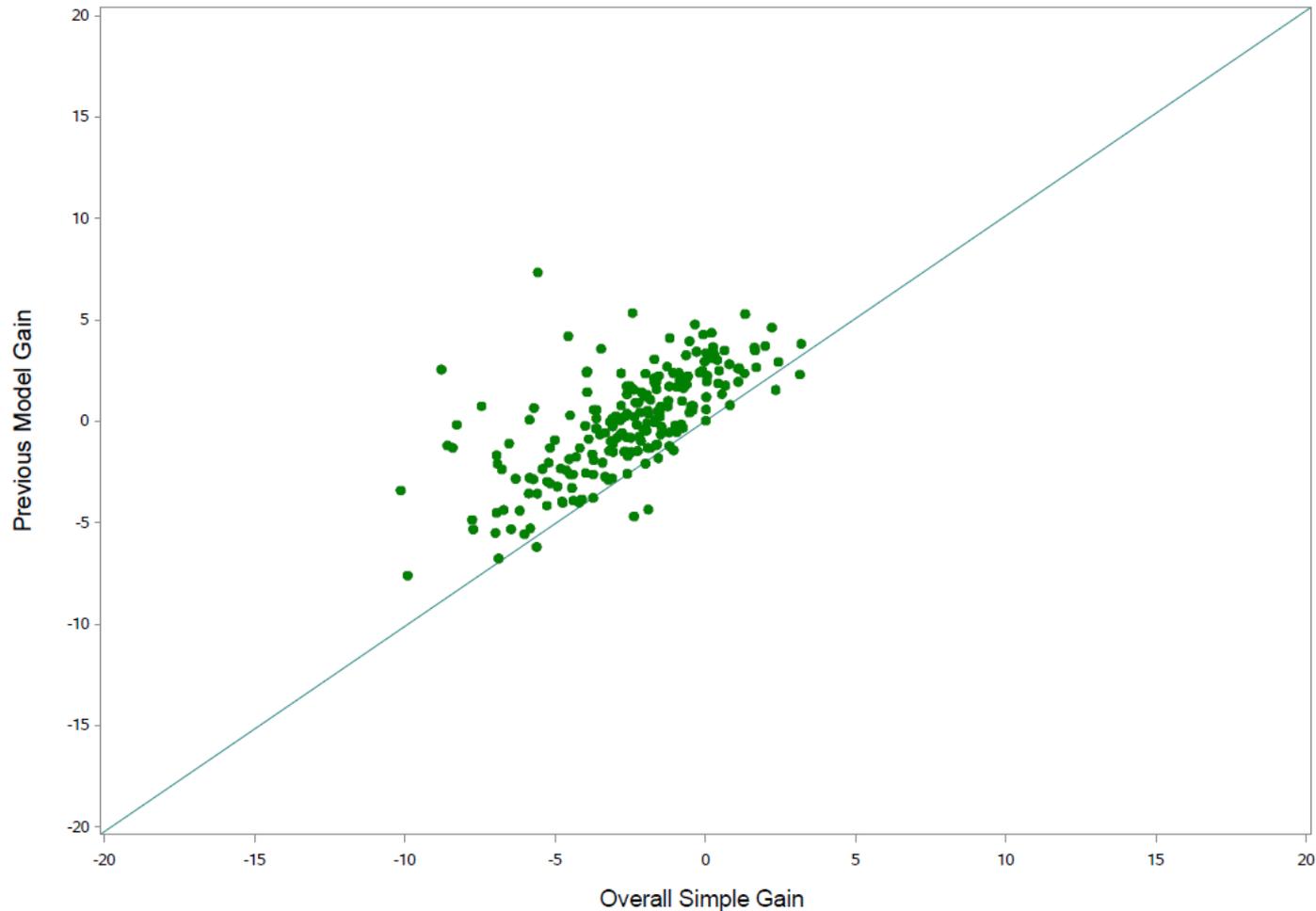
# OHIO EVAAS | INDIVIDUAL STUDENT DATA

Measure	E-Schools	Comparison Schools
Average simple raw NCE gain of the Students that were in the building this year and last	-0.46	0.34
Average simple raw NCE gain of the Students that were in the building this year and in a different building last year	-5.47	0.19
Difference of these averages <b>This is the impact when including these students when measuring growth</b>	<b>-5.01</b>	<b>-0.14</b>

Previous Model Gain vs Overall Simple Gain

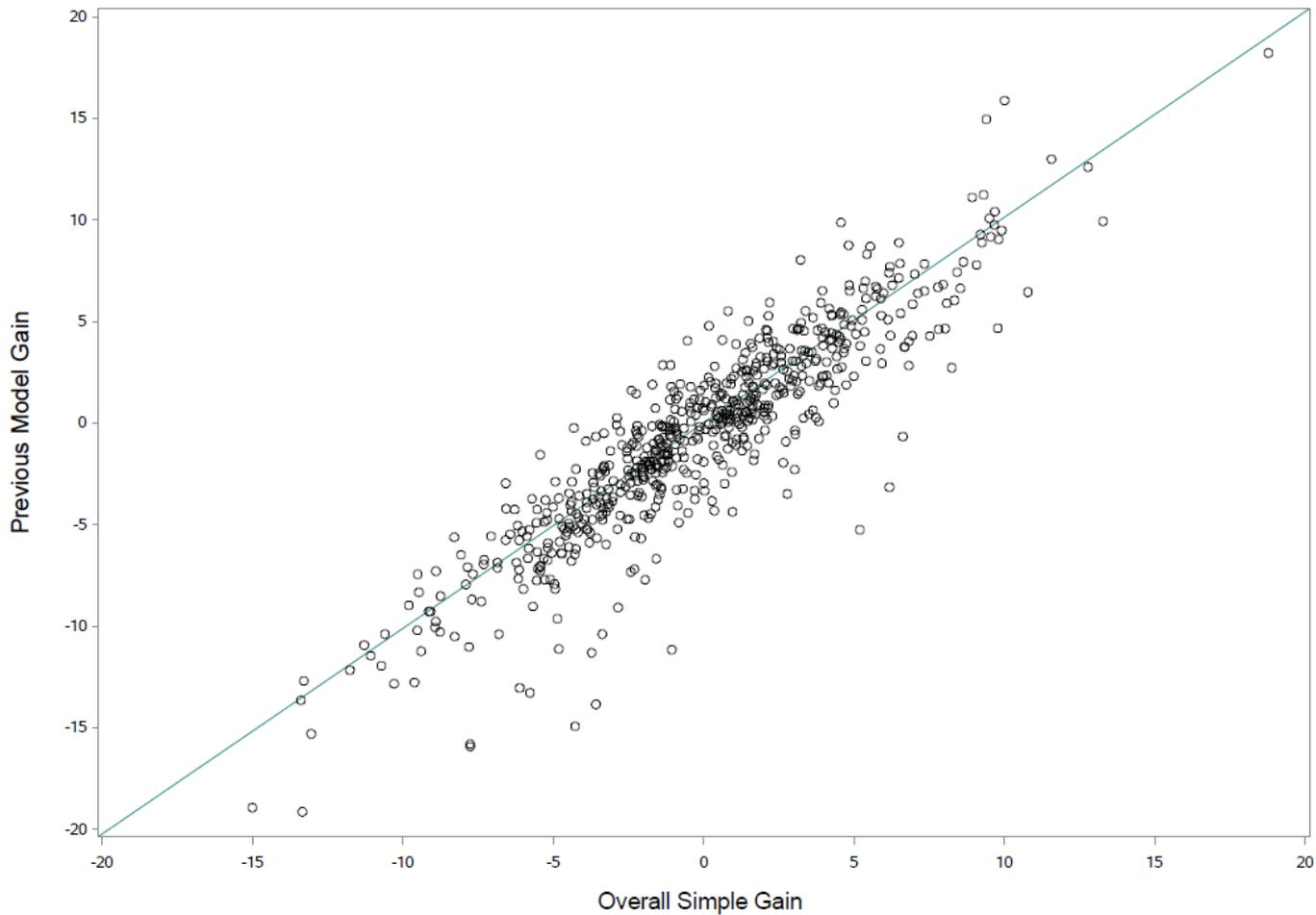


Previous Model Gain vs Overall Simple Gain



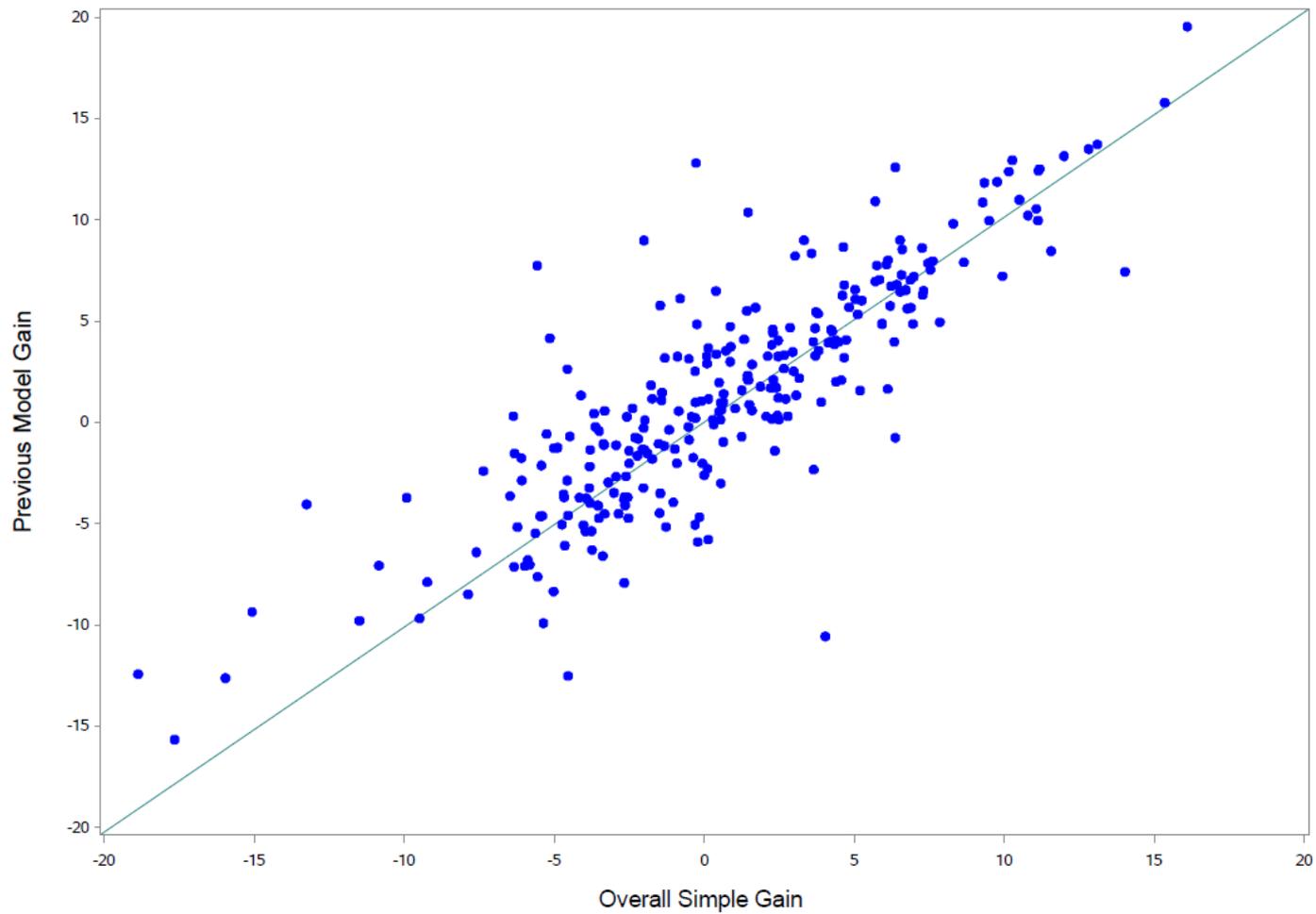
School\_Type ●●● E school

Previous Model Gain vs Overall Simple Gain



School\_Type ○ ○ ○ Traditional district school with high mobility

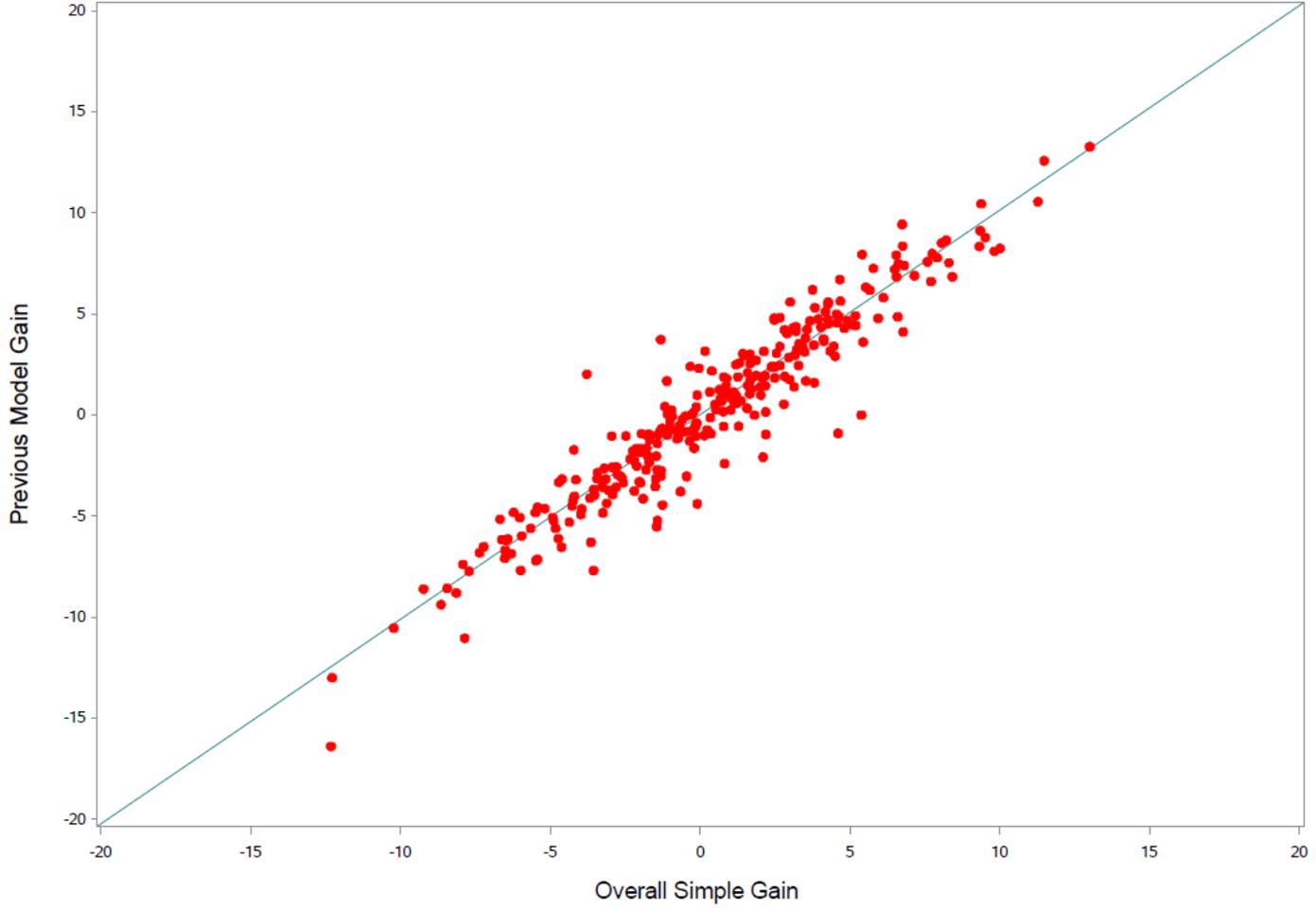
Previous Model Gain vs Overall Simple Gain



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School\_Type ●●● Bricks and mortar community school

Previous Model Gain vs Overall Simple Gain

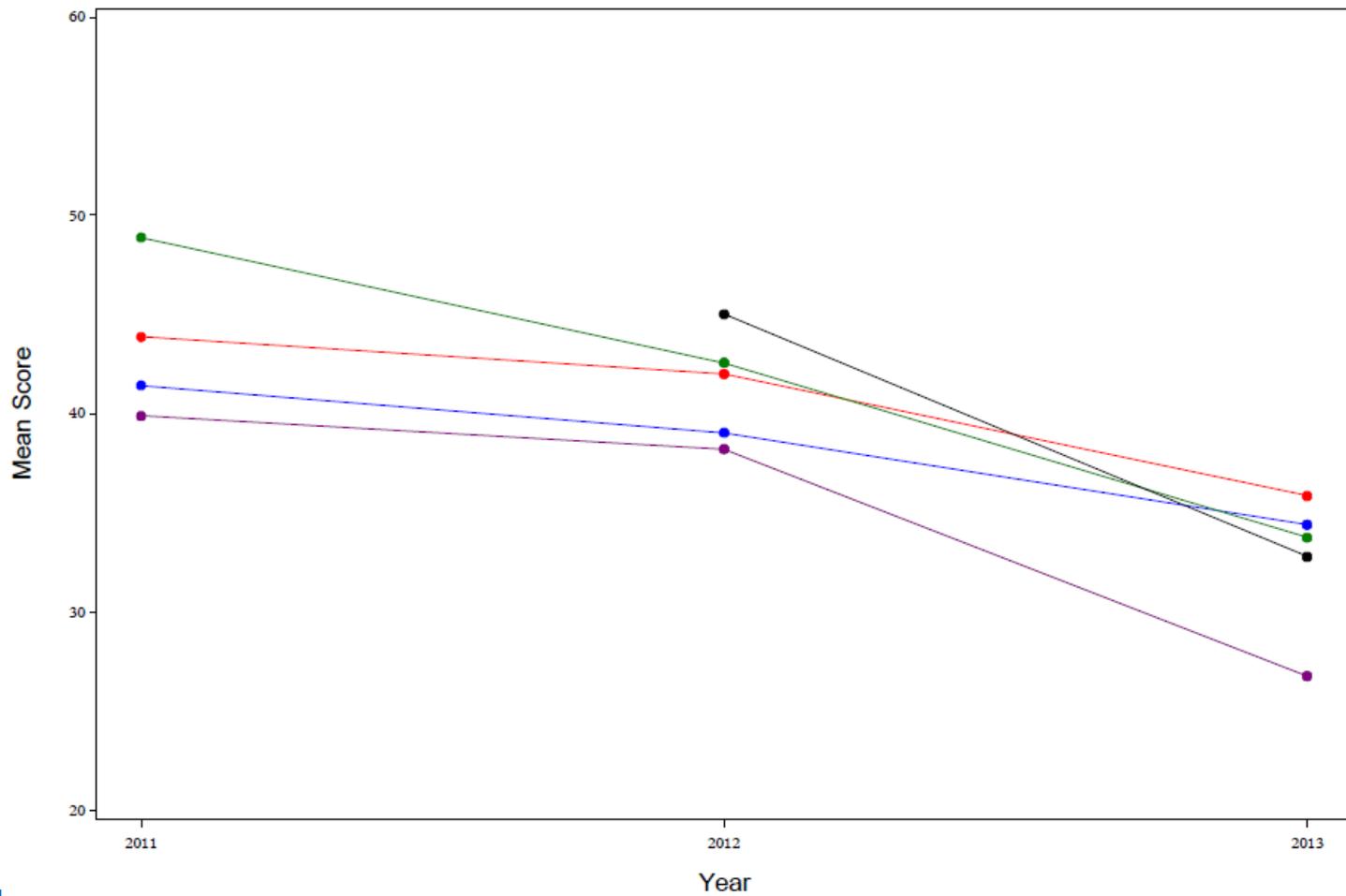


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## OHIO EVAAS | ONE HYPOTHESIS

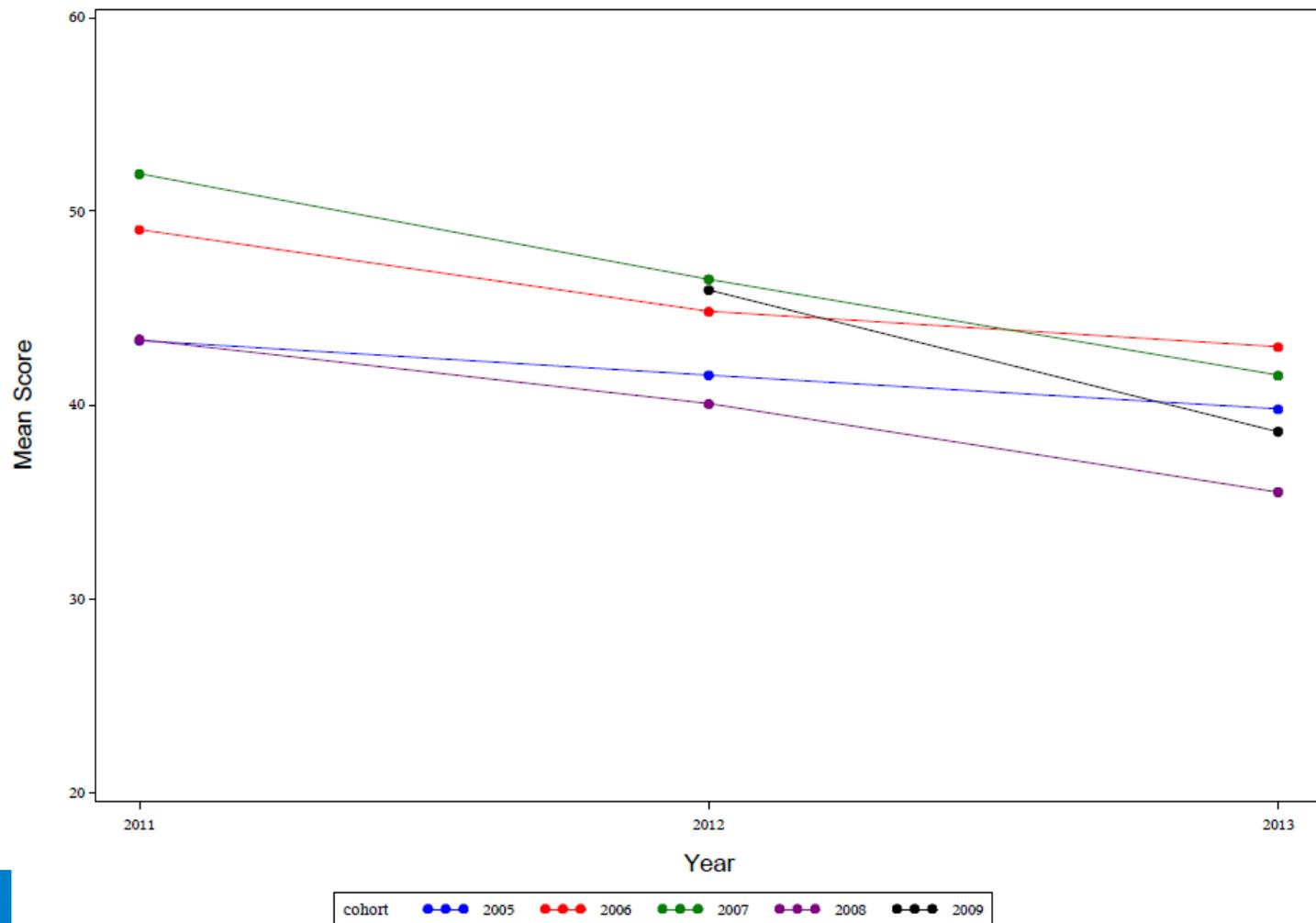
- One question SAS received was to look at the prior year history of students before they went to the e-school.
- Are students performing even worse the year before they get to the e-school?
- Students did about the same or better the year before they were enrolled in the e-school with respect to growth.
  - In math, they typically did better the year before the e-school
  - In reading, they did the same the year before the e-school

Mean score vs year for students coming to eschool from non-eschool in 2013  
subject=Math



cohort ●●● 2005 ●●● 2006 ●●● 2007 ●●● 2008 ●●● 2009

Mean score vs year for students coming to eschool from non-eschool in 2013  
subject=Reading



**THANK YOU FOR YOUR TIME TODAY!**



**THE  
POWER  
TO KNOW.**