



THE OHIO STATE UNIVERSITY

Student Achievement and Learning Acceleration in Ohio

Sept. 19, 2023

Presentation for Thomas B. Fordham Institute



THE OHIO STATE UNIVERSITY

Department of Political Science

- We should recognize ODE, state leaders for supporting this research!
- Esp. former ODE Research Director Heather Boughton, who began this work in April 2020
- Ohio has led the nation in tracking academic recovery

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California moves to silence Stanford researchers who got state data to study education issues

2



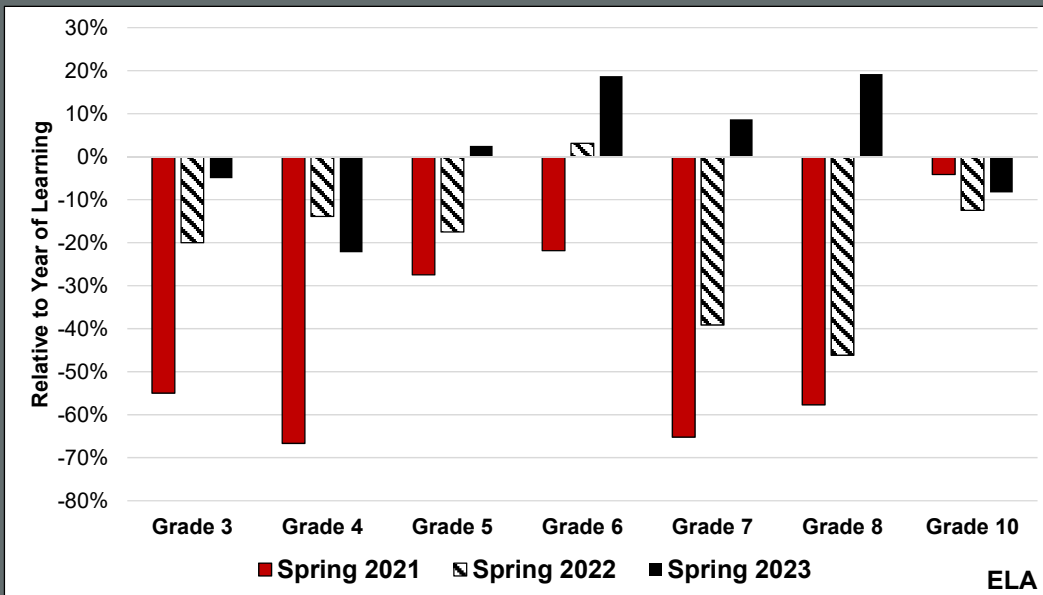
- **Analysis based on preliminary test data from spring 2023**
- Key difference from official report card ratings: Statistically control for student demographics, compositional changes
- Question 1: How has achievement changed over time, relative to pre-pandemic years (2017-18 and 2018-19)?
- Question 2: How much “learning acceleration” have we seen, and how does this vary across the state?
- Definition: **Increase** in annual test score **growth**
- Similar to traditional “value-added” measures, but relative to pre-pandemic baseline

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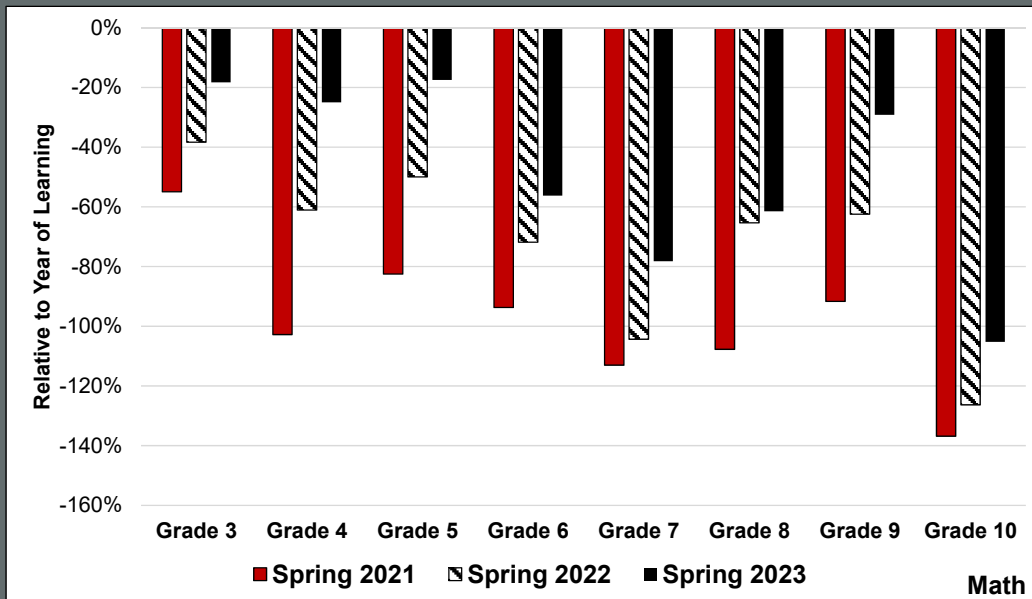


- **Average** English/language arts achievement back to pre-pandemic levels in most grades

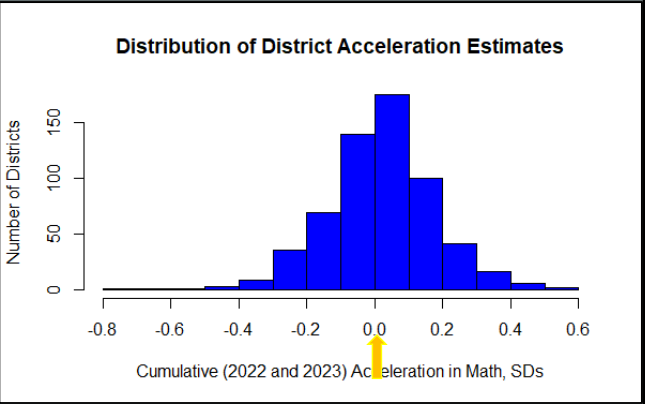
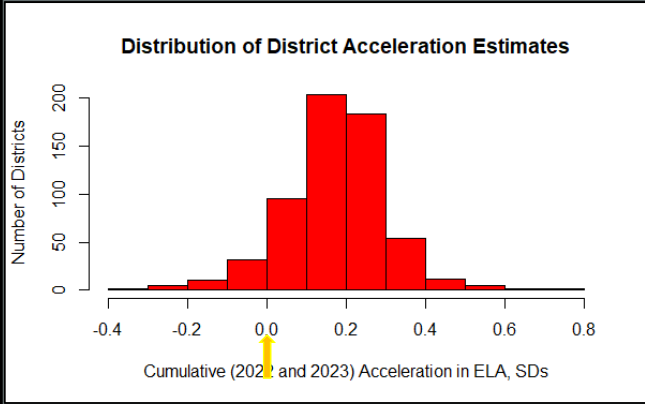
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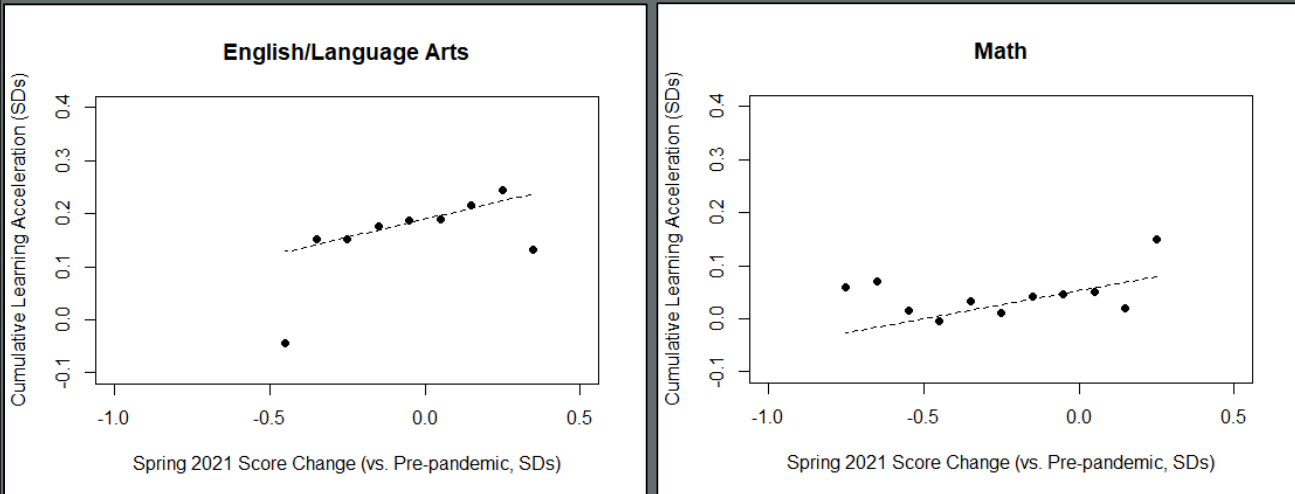
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- Math achievement remains below pre-pandemic levels
- Shortfall represents $\frac{1}{4}$ (elementary) to $\frac{1}{2}$ (middle) of a year of learning



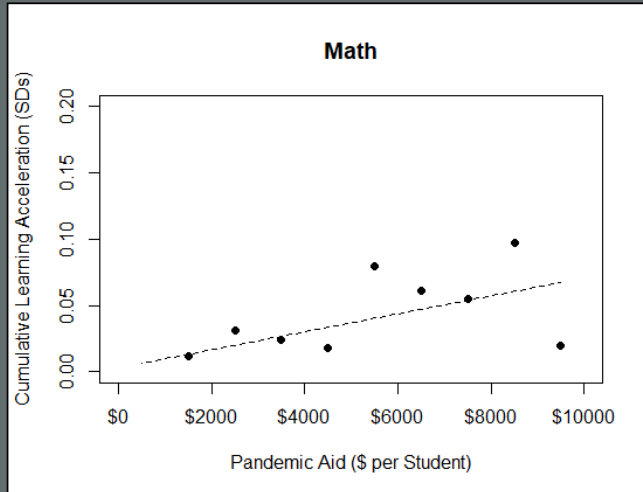
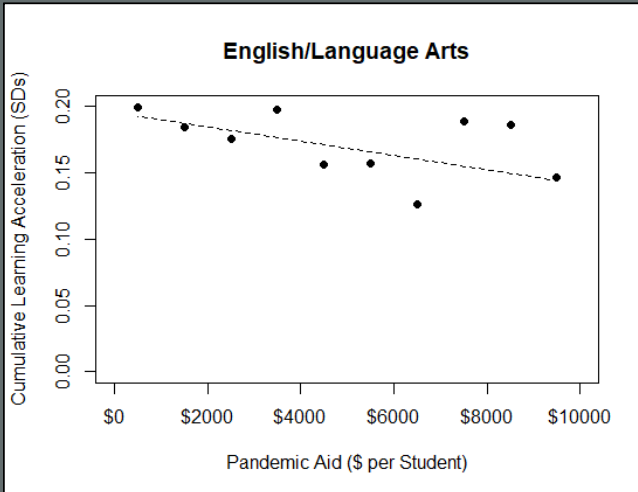
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- See clear evidence of “acceleration” in ELA — but not in math



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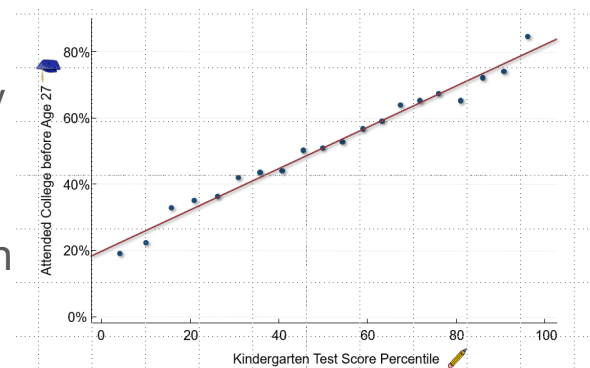


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- No strong association between “acceleration” and district attendance, chronic absenteeism

15



- **Test scores matter!**
- Predict later-life outcomes, including college success, early adult earnings, criminal justice involvement, economic growth and innovation, and much much more!
- Especially among older students, math scores appear be most important



16



- ELA gains show what is possible, now need to replicate for math
- Learn from districts having greatest success accelerating students
- Interventions should **focus** on specific grades, subgroups, and districts most behind
- Should demand stronger evidence for theories of action to drive “acceleration”
- Example: \$\$ without strings attached, attendance as key mechanism