



Success

Timely tips for OSBA Student Achievement Liaisons

January 2002

School boards lead so students achieve!

January is School Board Recognition Month in Ohio. It is a great opportunity to tell about the board's role in raising student achievement in your district. The year's theme "School boards lead so students achieve!" gives you a vehicle to share the steps your board has taken to help students in the classroom. List your accomplishments and plans for the future. Point to increases in proficiency tests and other measures of student performance.

New academic standards coming to Ohio

Please be sure to look for a story on the new state academic standards for reading, writing and math in the February edition of OSBA's *Journal*. Encourage your fellow board members and school administrators to read it and plan to discuss the impact on your district at a February board meeting. This month's research brief looks at the elements of a good reading instruction program.

Free student achievement workshop in March

OSBA's Student Achievement Leadership Team (SALT) is sponsoring a free seminar on March 2 in Westerville. We already have people registered to attend the program. The workshop is based upon Operation Respect: Don't Laugh at Me founded by singer **Peter Yarrow**, of Peter, Paul and Mary fame. Visit OSBA's student achievement Web site (www.osba-ohio.org/SpeakUp.html) for more information on the program. To register, contact **Suzanne Resko**, OSBA workshop specialist, at (614) 540-4000 or (800) 589-OSBA.

Bring in the boosters

Each school district has an athletic booster organization. Does your district's athletic booster organization have a Scholar Athlete Award Program that is actively promoted throughout the year? Ask your athletic booster president to address the board on the value of linking academics and athletics.

Student achievement research brief

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Ohio's new standards reinforces the importance of reading

The State Board of Education adopted the draft academic content standards for reading, writing and math, as required by Senate Bill (SB) 1. SB 1 also requires school boards to develop and adopt policies to improve academic performance through intervention and remediation programs. To assist in evaluating potential reading intervention programs, this research brief will highlight a recent article by the Educational Research Service (ERS). It answers the question, "What are the elements of a good reading instruction program for beginning, intermediate and high school readers?"

Beginning readers:

- direct instruction and exposure to motivating and interesting reading materials,
- focus on the relationships between letters and sounds,
- provide high-quality instructional materials,
- provide frequent and consistent opportunities for students to read,
- practice the recognition and writing of letters,
- emphasize the sound structure of words,
- provide opportunities for supplemental reading programs.

Intermediate readers:

- assess and intervene when needed,
- model reading and comprehension strategies,
- provide opportunities for students to build fluency through different types of reading,
- create activities that require students to obtain meaning from print,
- provide access to good libraries.

High school readers:

- establish a purpose for reading;
- provide assistance in recalling background knowledge and apply it to the text;
- establish a practice of scanning before reading;
- teach students to use titles, bold printing, italics and so on to predict what the text is about;
- prepare students to be able to summarize main ideas;
- be able to identify key terms;
- self evaluate to determine individual progress.

For the complete ERS *On the Same Page* article, contact the Educational Research Service via e-mail, ers@ers.org, or phone, (703) 243-2100.

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School report cards are out Ohio's news media reported that three out of four Ohio school districts improved on the 2002 Local Report Cards. If your district showed increased student achievement, tell the community how you did it. What are you now doing differently to raise student achievement? If your results stayed the same or dropped, let people know what you plan to do to change that.

Academic competition teams prepare to compete If your district sponsors an academic competition program, invite team members to a board meeting. If you are brave, challenge the team to a friendly match with your board. Have some fun intellectually sparring with your top students. Invite the community and news media to the event. People will be impressed with at least one of the teams.

Proficiency test time Next month brings the annual round of Ohio proficiency testing. Highlight the enhanced preparation your teachers and administrators are doing to help students do well on the tests. Have your curriculum director report to the board and encourage news reporters to cover the story in the classroom.

Volunteers do make a difference February is a good time to recognize the work of your volunteers. People from all walks of life give their time to help your at-risk students. These community members have a tremendous impact in the classroom. Let them know how much you appreciate their contributions.

Student achievement workshop set for March 2 The OSBA Student Achievement Leadership Team's free seminar on March 2 in Westerville is going to be a valuable learning experience. Nearly 100 people are already registered. The workshop is based upon Operation Respect: Don't Laugh at Me, founded by singer Peter Yarrow. Visit OSBA's Web site (www.osba-ohio.org/SpeakUp.html) for more information. To register, contact Suzanne Resko, OSBA workshop specialist, at (614) 540-4000 or (800) 589-OSBA.

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WestEd report identifies and analyzes model professional development programs

WestEd, an education research, development and service agency, released the report, *Teachers Who Learn, Kids Who Achieve: A Look At Schools with Model Professional Development*. The report examines school professional development programs honored by the United States Department of Education.

WestEd addresses the following questions: When a low-performing school turns around, what can we learn? In a district where one school has twice the achievement gains of comparable schools, what is going on? If a school is able to eliminate performance gaps between its white and non-white students, shouldn't we pay attention? How did the staffs in these schools choose and maintain a focus, organize their time and create a collaborative environment? And, how did their professional development efforts interact with some of the conditions we already know are basic to successful school reform?

The report offers the following mission statement and 10 effective professional development principles:

The mission of professional development is to prepare and support educators to help all students to achieve high standards of learning and development. When professional development is effective, it:

- focuses on teachers as central to student learning, yet includes all other members of the school community;
- focuses on individual, collegial and organizational improvement;
- respects and nurtures the intellectual and leadership capacity of teachers, principals and others in the school community;
- reflects the best available research and practice in teaching, learning and leadership;
- enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards;
- promotes continuous inquiry and improvement embedded in the daily life of schools;
- is planned collaboratively by those who will participate in and facilitate that development;
- requires substantial time and other resources;
- is driven by a coherent long-term plan;
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment report's subsequent professional development effort.

For a free copy of *Teachers Who Learn, Kids Who Achieve: A Look At Schools with Model Professional Development*, please visit the WestEd online bookstore at www.WestEd.org or call (877) 4WestEd.

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Spotlight proficiency testing While teachers and students wrap up proficiency test preparation, have your school improvement coordinator or curriculum director report to the board on what the district is doing to promote student success. Keeping attention on the tests will help the community, especially parents, get the children ready. Besides, it is a great time to focus on academics. For once, the news media may report that students are indeed learning in your classrooms every day.

Ring doorbells to improve proficiency preparation Toledo City Schools staff were planning to go door-to-door to alert parents about early March proficiency testing. The idea is to get parents to motivate and prepare their children to do well on the fourth, sixth and eighth-grade tests given the first week of March. According to the *Toledo Blade*, the following tips were offered to parents to improve student achievement: reduce television time; listen to their child read for 20 minutes each day; plan regular family trips to the library; have children write letters, revise them and mail them; and play games with children such as Scrabble, Boggle or chess.

Recognize the extra effort Since your staff has been working very hard helping students succeed on the proficiency tests, take time to say "thanks!" Arrange to have a bouquet of flowers delivered to each building's staff lounge or better yet, send food. You can attach a note of thanks signed by each board member or have the appreciation gift hand-delivered by board members.

SALT workshop a Success As of Feb. 22, 149 people from 64 school districts had registered for the March 2, Student Achievement Leadership Team seminar. The workshop is based upon Operation Respect: Don't Laugh at Me, founded by singer Peter Yarrow, of Peter, Paul and Mary fame.

Ready resource for you Visit OSBA's Student Achievement Initiative Web page (www.osba-ohio.org/SpeakUp.html) for resources to help your students succeed.

Student achievement research brief

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Well-written student homework policies can be effective

In a new book, *The Battle Over Homework: Common Ground for Administrators, Teachers and Parents*, author **Harris Cooper** looks at how homework can be effective. According to a report in the Education Research Service's November 2001 *ERS Bulletin*, Cooper discusses distinctions in homework assignments, the effect of homework, the research on how much homework is best at different grade levels, how the community and family fit into the homework process, and policy recommendations.

Cooper says that most school districts have no homework policy. He recommends districts create such policies. A school homework policy should contain the following guidelines for administrators:

- communicate the district and school policy to parents;
- monitor the implementation of the policy;
- coordinate the scheduling of homework among different teachers, if needed.

A classroom homework policy might contain the following points:

- The length and frequency of homework assignments will be determined by the developmental stage of the students, including their ability levels, and by the resources available in homes.
- Amounts of homework will be within the guidelines set out by the school and district, but will also reflect the unique characteristics of the students and families served by the class.
- Assignments will generally be the same for all students in the class or learning group. Although individualization may occur, it will be the exception rather than the rule.
- Homework will have content that includes topics that appear in assignments before and after they are covered in class.
- Homework will not be used to teach complex skills and material.
- Parents will rarely be asked to assist in homework in a formal instructional role. When this does occur, the teacher will consider the time and skill resources of parents.

OSBA's Ohio Policy Service has sample homework policies available for members. Call **Jeannette Radcliff**, secretary of policy services, at (614) 540-4000 or (800) 589-OSBA to obtain one.

The Battle Over Homework: Common Ground for Administrators, Teachers and Parents is available from Corwin Press, Inc. Call Corwin Press at (800) 818-7243 or visit their Web site: www.corwinpress.com.

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Increase communication with parents

All the junior and senior high school teachers in Princeton City Schools have e-mail and voice mail. Parents are encouraged to contact teachers for questions and concerns. Likewise, teachers are encouraged to communicate with parents. Student report cards now list the phone number to each teacher along with the grades, according to **Jenny Pansing**, Princeton City Board of Education student achievement liaison.

Music is in the air

Each spring brings a musical production to just about every middle and high school auditorium in Ohio. Boards can show strong support for all arts by featuring a performance or an art exhibit at the April or May board meeting.

College night in your district

Does your district sponsor a college night? Many districts individually, or working with several districts, sponsor college nights for potential college students and their parents to meet with university recruiters. If your high school doesn't participate in such a program, have your guidance department organize the event.

Student Achievement Fair

Share your success beyond your community. Plan now to showcase one of your outstanding programs at the 2002 OSBA Capital Conference and Trade Show. The lineup for the Student Achievement Fair is now being put together. Contact **Rob Delane**, OSBA deputy director of board member services, as soon as possible to learn more about this wonderful opportunity to showcase your district's academic achievement.

Share your Success

This newsletter (**Success**) is mailed only to one board of education member, the student achievement liaison. Please share the ideas you find in each **Success** with your fellow board members. A student achievement liaison job description is enclosed in this mailing. You may want to brief your board and administration on your important role as a student achievement liaison.

Student achievement research brief

Each month, **Success** brings you a research brief to share with fellow board members. Use it to generate discussion with the board and staff.

Report tells how teachers, principals and students rate effective schools

The *MetLife Survey of the American Teacher 2001: Key Elements of Quality Schools* reports a Harris Interactive study concludes that students in low-income schools are more likely to have lower-quality teachers. The survey examined how teachers, principals and students evaluate their own schools on key measures of an effective school environment, such as:

- Are students experiencing high-quality teaching?
- Are school buildings appropriate environments for learning?
- Are academic standards and expectations for students high?
- What are students' attitudes toward learning?
- Do students have high expectations of themselves?
- What will be the state of teaching in the future?
- Do teachers feel satisfied with their career and plan to remain in teaching?
- Are today's students interested in becoming teachers themselves?

The authors of the report conclude that it "... is harder to ascertain ... whether all students have access to the tools, knowledge and guidance they need to succeed. In many areas, from teacher quality to school building conditions to challenging curricula and high expectations, low-income students, their teachers and principals consistently give responses that indicate these students do not have the same opportunities to learn, when compared to responses of those in schools with largely high-income student populations.

"Other findings indicate that secondary school students experience lower expectations and standards and more strained relationships with adults. Yet there is hope. Contrary to popular notions, teachers and principals are largely satisfied with their careers and committed to the profession because they enjoy working with students; most also say they like their students and believe all children can learn. This survey suggests areas for improvement where action can be taken to ensure that all students are learning in environments that support the high expectations young people hold for themselves."

To obtain a copy of the report, visit MetLife's Web site, www.metlife.com. Then select *Company info*. At the *Company info* page, select *Community*, which takes you to the community involvement page. Under *MetLife Foundation*, click on the popup window marked *topics* and select *education*. The report can be downloaded from this page.

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Celebrate your students

The end of the school year is a great time to highlight your students' accomplishments. Every building should conduct an honors program to recognize the outstanding student achievements of its departing class. For high schools, the graduating class would be honored. For a sixth-through eighth-grade middle school, the eighth-grade class would be the one featured. A daytime program is great for encouraging younger students to excel, while an evening program can draw parents, but usually only the parents of students honored will attend.

Preview summer programs

For many of your students, June and July are a continuation of their education in summer school. Have your district curriculum director or summer school director address the board to explain your summer school program. Likewise, share with the board the other educational enrichment programs offered by the district.

Prom reminder

Springtime is prom time. Proms can be a wonderful event, but also can bring tragedy to your high school. Remind students and parents to be responsible. Students are tempted to use drugs and alcohol on prom night. A special reminder to your athletes about your drug, alcohol and tobacco prevention program can prevent loss of key team members as the spring season winds down.

Student Achievement Fair

Share your success beyond your community. Plan now to showcase one of your outstanding programs at the 2002 OSBA Capital Conference and Trade Show. The lineup for the Student Achievement Fair is now being put together and due to the outstanding response, a few booths are still available. Contact **Rob Delane**, OSBA deputy director of board member services, as soon as possible to learn more about this wonderful opportunity to highlight your district's academic achievement.

Student achievement research brief

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New book offers recent advances in early literacy field

A new book, edited by Susan B. Neuman and David K. Dickinson, the *Handbook of Early Literacy Research*, offers information on recent advances in theory, research and practice in the field of early literacy. Thirty leading authorities report on current findings, using insights from different disciplinary perspectives, and explore ways to provide children with the strongest possible literacy foundations in the first six years of life.

Work by America's leading developmentalists and literacy experts is organized into six chapters: ways of conceptualizing early literacy development, strands of early literacy development, home and community influences, schooling influences (the preschool years), instructional materials and classroom practices, and special intervention efforts.

The *Handbook of Early Literacy Research* provides the reader with diverse perspectives and analyses including:

- Education policy and discussion have expressed great concern over the achievement gap due to students' socioeconomic status, particularly that between children from middle- and low-income minority communities.
- Despite our increasing knowledge base in the skills and strategies that lead to achievement, it is not clear whether we have found ways to improve and sustain reading success over the long term.
- We must acknowledge different theories of learning and recognize that individual children are likely to learn in different ways. Because children fail to learn how to read for multiple reasons, there must be multiple pathways to prevent failure.
- Those children who struggle most in school are likely to need help from a number of different social agencies, school specialists, teachers and health care providers. Coordination of school, family and social services is critical for the well-being, growth and development of children.
- Professional development of teachers and specialists is the most important factor for ensuring quality instruction. We are likely to remain a nation of haves and have-nots until we provide the knowledge, skills, and resources necessary to increase the professionalism of our early childhood literacy work force.

Contact the Guilford Press to order the book at: (800) 365-7006 or visit their Web site: www.guilford.com.

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June 2002

Learning doesn't stop in summer

Just because the school year ends for the summer, learning doesn't need to stop. Have your district curriculum director speak to the board to explain different strategies teachers are using to encourage students to keep learning during summer vacation.

Different factors affect academic achievement

Academic achievement is closely linked to substance use, violence and delinquency in the students' social environment, according to a University of Washington study. Middle and high school students with even moderate involvement with substance use and violence/delinquency have dramatically lower academic achievement than other students. Factors such as poverty, community risk, absence of social skills and a lack of commitment to school also contributed to lower academic performance. More information on the report, titled *The Impact of Substance Use and Violence/Delinquency on Academic Achievement for Groups of Middle and High School Students in Washington*, can be found at www.wssda.org/wssda/WebForms/En-US/News/20020514_uwstudy.asp.

Teachers are learning too

Community members might be surprised to find out how many of your school district's teachers and administrators are going back to school this summer. Share with the board and media just what kind of professional development your district offers in your buildings and what kind of classes your staff are enrolled in at universities or through professional associations.

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Student Achievement Fair success stories

For the next few months we will highlight some of the outstanding public school programs that will be featured in the 2002 Student Achievement Fair on Nov. 12 during Capital Conference.

Culinary Competition Team

Springfield-Clark JVSD

Dave Hay, culinary arts instructor, (937) 325-7368 x169

A competition team will showcase its skills and program accomplishments by preparing appetizers, pastries and garde manger trays. The award-winning students will interact with guests, demonstrate their skills and provide samples of their food.

Ohio Model United Nations (OMUN) Program

Canal Winchester Local (Franklin)

Lesley Lawlis, talented & gifted specialist, (614) 920-2690

A program to provide students the opportunity to learn about various cultures and types of government, develop research and technology skills, learn to use Bloom's Taxonomy to analyze and evaluate information and use various leadership skills.

Family Math (Proficiency Night)

Oregon City

Sandy Marley, principal, (419) 836-6111

A night pertaining to testing strategies and reviewing math strands in a fun-filled format including prizes. Math strands are explored through estimating, comparing and games. Emphasis is on vocabulary and mastering the basic facts. Other educators will learn how to set up and present this positive interactive family experience.

PERRITECH

Perry Local (Lake)

William E. Sarvis, PERRITECH advisor, (440) 259-9379

The PERRITECH program is a nationally recognized, highly replicable student technology program that answers two vital questions facing education today: How do you provide students with world-class technology skills and prepare them for the world of work, and How does a school district cost-effectively maintain a computer network?

Adventures in Ancient Egypt

Caldwell EV - Caldwell Elementary School

James Oughterson, superintendent, (740) 732-5637

Travel to Ancient Egypt as you walk through both art rooms. The trip will have you experience sites, textures, sounds and impressions of a wonderful time in the History of Art. Egypt is one of the most important areas of studies in the art classroom, because the Egyptians left us so many beautiful and mysterious clues to their culture through their artwork.

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Extracurriculars and student achievement

Students involved in structured, after-school activities are likely to do better in school, stay in school and are more loyal to their schools, according to a story in the June 2002 *American School Board Journal* (ASBJ). Author **Susan Black** says that extracurricular programs have other benefits, "Schools that encourage students to participate in after-school programs show significant declines in discipline problems and drop-out rates." To learn more about how extracurriculars and academic achievement go hand-in-hand, visit the ASBJ Web site: www.asbj.com/current/research.html

More boards focus on student achievement

According to the the National School Boards Association, school boards are spending more of their time on student achievement. One of the findings in NSBA's annual board member survey was that 73% of board members say the percent of time their board spends on student achievement has increased during their tenure. Student achievement (96.2%) is the number two concern for school board members after budgets/funding (97.6%). To read the complete story, visit NSBA's Web site: www.nsba.org/sbn/02-jun/060402-3.htm

Friday afternoons off improves grades and morale

The new four-and-a-half day week at Cody (Wyoming) High School has led to better grades, happier teachers and lower expenses. Students get Friday afternoons off. The Monday to Thursday school day is 7:55 a.m. to 3:11 p.m., with four 97-minute classes. On Friday, classes are 50 minutes long, and school lets out at 12:18 p.m. Students can then choose to stay longer for homework help or enrichment programs. The computer labs and media center stay open on Friday afternoons, and teachers are available for students who need extra help. Many extracurricular activities, such as skiing, soccer and choir are held on Friday afternoon and Saturday, so students miss less class time. Teachers who coach also miss fewer classes, so the district hired fewer substitutes. At the end of the first nine weeks with the new schedule, the district saved \$1,150 on substitutes and reclaimed 115 hours of classroom time.

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AchieveLeague.com

North Union Local (Union)

Joseph Farry, director of special education, (740) 943-2369

AchieveLeague.com is a unique dropout prevention program. The program serves disabled and at-risk learners, who design and build computer hardware during the summer. Students learn functional academics, hardware and software use, and teamwork. An after-school club maintains student skills. This presentation will discuss program design, implementation and results.

Kids Voting—A Celebration in Democracy

Huber Heights City

Roy Berger, assistant superintendent, (937) 237-6300

Research shows Kids Voting increases adult voter turnout on an average of 9%. Kids Voting is different from other voter education programs because students go to official polls on Election Day with parents. Students and teachers favor the program and its affect in reaching the home. The immersion in this initiative has increased our students' knowledge of the local and national electoral process. Staff and students have a wealth of program projects depicted in video, photographs, artistic renderings and solo performances.

EHOVE Public Safety Academy

EHOVE Career Center

Doug Bodey, executive director, (419) 627-9665

Visit the Academy booth, and learn the basics of what a vocational public safety academy is and how this program will help students receive a well-paying job in the field of public safety.

Student-run Foundations

Painesville City Local (Lake)

Betsy Ritari, service learning coordinator, (440) 639-7040

A National Service-Learning Leader School, Learn & Serve grantee and CHESP partner, houses one of the first student run foundations in Ohio. It involves all aspects of service learning including curriculum background, projects, fundraising and presentations. Students provide visual and printed materials to schools beginning service programs.

School on Wheels

Morgan Local (Morgan)

Howard Troutner, director of school improvement, (740) 962-2377

Learn how to deliver language and literacy readiness instruction to the doorstep of four-year-olds by using a converted mobile camper as a mobile pre-kindergarten classroom. Tour the School on Wheels classroom and talk with the early childhood specialist teacher. Learn how a large rural Appalachian school district solved their preschool problem.

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Summer remediation programs

Every district struggles with how best to provide remediation programs that will be beneficial for those students who have not passed portions of the proficiency tests. Have your building principals talk about the district's summer remediation program. Discuss the program content, how the classes were structured and summarize the successes.

Continuous improvement plan

One school year has passed and a new one is ready to begin. Ask the superintendent to review the Continuous Improvement Plan (CIP) from last year. Discuss the successes and also the goals that were not accomplished. How will the CIP be adjusted for the coming year to address those areas and what will be the new goals for the coming year?

Acknowledging individual community support

Keeping the community informed and acknowledging its support is an ongoing process. Invite officers from your booster groups and those who have served on various school improvement committees to a board meeting to receive public recognition and thanks from the board.

Staff in-service

Quality staff development is vital to the operation of school districts. Most districts begin the school year with activities aimed at providing important and insightful subjects to consider. Ask your administrative team to outline the activities that are being planned.

EMIS

The Education Management Information System (EMIS) is designed to facilitate research and promote accountability in the public schools. The program mandates a massive collection and compilation of data in a way that facilitates comparison among school districts and among buildings within each district. Ask your EMIS coordinator to review their job description and present an overview of the kinds of data that are being requested by the state.

Student Achievement Fair success stories

For the next few months we will highlight some of the outstanding public school programs that will be featured in the 2002 Student Achievement Fair on Nov. 12 during the OSBA Capital Conference.

Career Awareness Month

Champion Local (Trumbull)

Beverly Hoagland, principal, (330) 847-2339

Our Career Awareness Program has been recognized statewide. Selected for presentation at the Ohio's 2001 Career Education Association Annual Conference, our multimedia program incorporates thematic lessons, morning announcements with career brain teasers, interest inventories, special assemblies, community-based, hands-on learning activities and vehicle day, involving a dozen businesses.

Vinton County Junior High Drum Group

Vinton County Local (Vinton)

Paul Mullins, Safe & Drug Free school coordinator, (740) 596-5243

Junior high students gather weekly to learn about the rhythm of life by playing percussion instruments. Student achievement fair attendees can learn how drumming can be used to teach listening and cooperation skills, so students can gain tools to cope with change, build supportive relationships, and achieve team goals.

A.C.C.E.S.S. (Accountability, Consistency, Continuity, Extend Student Success)

Miamisburg City

Pat Ward, district services & support director, (937) 865-5273 x192

Our A.C.C.E.S.S. High School Alternative Program is an after-school program for students who have dropped out of school or who, for any reason, have abandoned the idea of remaining in school and have been truant. The collaboration of our social worker, satellite court, a community college and school personnel has paid off in success for students who had "fallen through the cracks." We will be able to share program description and goals, pictures, data collection materials and curriculum materials.

GOTCHA (Gifted Opportunities to Challenge Higher Achievement)

Shelby City

Bryan Neff, curriculum director, (419) 347-6496

This program, a collaboration between Shelby City Schools and the Richland Academy of the Arts, involved 60 identified gifted and talented students. These students met for eight sessions with two instructors from the academy to explore video production and the magic of science. This booth will include information about procedures used to plan and implement a successful after-school program.

New and Improved Technology

Vanguard-Sentinel Career Center

Rosemary Krieger-Helms, career pathways specialist, (419) 448-1212

The future of our world is dependent on new and improving technology. We need technology that will feed and clothe nations while providing clean air, soil and water. Our booth will offer information on new fuel alternatives, hydroponics, aquaculture, natural resources and new areas of agricultural business and marketing.

Success

August 2002

Success is published monthly for student achievement liaisons by the Ohio School Boards Association, 8050 North High Street, Suite 100, Columbus, Ohio 43235-6482, (614) 540-4000 or (800) 589-OSBA. Scott Ebright, APR, deputy director of communication services; editor. *Success* is distributed only to student achievement liaisons, so please share with fellow board members and district staff.



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Timely tips for OSBA Student Achievement Liaisons

September 2002

No Child Left Behind law will affect your schools

How will Ohio's new accountability requirements enacted by Senate Bill (SB) 1 impact your district? What will the reauthorization of the federal Elementary and Secondary Education Act (ESEA), which is also known as the No Child Left Behind Act, mean to your district? How do the provisions of these two major education bills fit together? Ask your superintendent to make a presentation to the board and/or the community on how education will change in your district. Use the SALT Resource Kit sent to you last month as a basis for discussions.

Teaching out-of-field

A new report from the Education Trust, *All Talk, No Action: Putting an End to Out-of-Field Teaching*, offers the first available state-by-state analysis of the newest federal data on the percentage of core academic secondary school classes taught by a teacher without a major or minor in the subject. You can download the report by visiting www.edtrust.org/main/documents/teacherquality.pdf. The report includes a list of recommendations stating that districts and schools can act on immediately to help reduce out-of-field teaching.

Encourage parental involvement

September is open house season. Ask building principals to report on what they are doing to make their open houses inviting to parents. The district should coordinate schedules so parents don't have to choose to attend an elementary, middle or high school open house on the same night.

Share this Success

Student achievement liaisons are the only ones to receive this newsletter. Please make copies and share with your fellow board members and top administrators.

Lesson from the road

Have your curriculum director make a board presentation on the positive aspects of academic field trips. Share the kinds of field trips your students are making and the benefits they receive from the trips.

Student Achievement Fair success stories

For the next few months we will highlight some of the outstanding public school programs that will be featured in the 2002 Student Achievement Fair on Nov. 12 during OSBA's Capital Conference.

Wake Up LMS!

London City

Kim Francis, teacher, (740) 852-5700

A middle school news show created by students in an accelerated language arts class.

KANDLE (KINETICO and Newbury Elementary Discover Life Experience)

Newbury Local (Geauga)

John Reno, superintendent, (440) 564-5501

A Six-Lesson Plan program by school's corporate neighbor to demonstrate how classroom studies relate to real life (fifth-grade level).

Small School BIG Productions

Hicksville EV

Kevin Bockrath, superintendent, (419) 542-7665

Learn how a small rural school uses school-made videos to inform the community and students on everything from voting issues to sports scores.

Tech Club

Sugarcreek Local (Greene)

Kim Lord, teacher, (937) 848-3777

Junior high students get creative as they build robots using Lego Mindstorm and Robix kits, then develop the computer programs to make them perform tasks in competitions. In a unique blend of engineering and technology, the Tech Club promotes teamwork, problem-solving and active learning through robotics.

Rethinking the 3 R's: Rockets, Roller Coasters and Robots

Minford Local (Scioto)

Tracy Alley, teacher/coordinator of gifted programs, (740) 820-8434

Students in the academically gifted program at Minford Middle School implemented a year long after-school project called Rethinking the 3 R's. It is a program to encourage more middle school girls to be involved in the math, science and technology professions.

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Your district profile

OSBA has received a number of calls from superintendents and treasurers wondering where to get district information for the *SpeakUp for Public Education* resource kit. If you go to the Ohio Department of Education's Web site, you will find your district profile. The URL is:
http://www.ode.state.oh.us/school_finance/data/simulations/policy_research/f2002_district_profile.asp.

See what others are doing

One good way to learn what other school districts are doing is to visit their Web sites. A list of over 600 Ohio school district Web sites can be found at: <http://198.30.17.100/index.cfm?ID=1833>. The site is found on the Ohio Public Library Information Network Web site.

What is ADM?

October is a critical month for student attendance and school finance. Have the treasurer explain during a board meeting why the number of students attending your school affects state aid.

Student Achievement Fair

Nearly 100 student achievement projects will be showcased during the OSBA Capital Conference and Trade Show on Tuesday, Nov. 12. If one of your programs will be displaying in the Student Achievement Fair, ask the staff member responsible for the display to preview it for the district administration and board during the October board meeting. Five musical groups are also going to perform that day in the fair.

Plan your Capital Conference in advance

Why wait until late October to plan your Capital Conference itinerary? No need to wait for the Postal Service to deliver your 178-page Capital Conference *Guide*; it is now posted on OSBA's Web site. Visit www.osba-ohio.org to download an electronic version of the *Guide*. You will need Adobe Acrobat reader to view the documents.

Student Achievement Fair success stories

For the next few months we will highlight some of the outstanding public school programs that will be featured in the 2002 Student Achievement Fair on Nov. 12 during OSBA's Capital Conference.

All Aboard

Bradford Exempted Village

Dennis Curtins, superintendent, (937) 448-2770

This home-school connection is designed to train parents how to extend their students' educational experiences at home.

Student today, leader tomorrow

Lancaster City

Joyce St. Clair, principal, (740) 687-7347

This partnership between the Lancaster-Fairfield Chamber of Commerce and Thomas Ewing Junior High School brings business people and students together for a monthly dialogue session. Chamber members come to the school to share a pizza lunch with students and discuss careers, education and work ethics.

Distance learning in the elementary classroom

Salem City

Denise Shultz, teacher, (330) 332-8917

See a showcase of interactive distance learning focusing on Salem's key role on the Underground Railroad.

SOAR (Students Offering Acceptance and Respect)

North Central Local (Williams)

Diane Veres, guidance counselor, (419) 737-2366

Learn about this comprehensive K-12 conflict-management program in which students can learn about empathy, communication, cooperation and conflict management.

Practical Life Skills

East Muskingum Local (Muskingum)

Barbara Hansen, superintendent, (740) 826-7655

Practical life skills involving foods and preparation of food are integrated through special education, inclusion and typical classrooms. Practical functional skills for everyday life are critical to all students, particularly special-needs students. Student equipment and strategies are shared.

Student Achievement Liaison breakfast at Capital Conference

Don't miss the Student Achievement Liaison breakfast at 7:30 a.m. on Tuesday, Nov. 12, in the Greater Columbus Convention Center's Terrace Ballroom. All liaisons are encouraged to attend. Please register in advance by contacting Suzanne Resko, OSBA workshop specialist, at (800) 589-OSBA, (614) 540-4000 or s_resko@osba-ohio.org by Nov. 6.

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Plan your conference student achievement activities OSBA has planned a number of student achievement activities during the four-day Capital Conference. A special flier is enclosed in this month's *Success* mailing highlighting all the special programs for you. With up to four student-related breakout sessions at seven different times, you will need to coordinate with your fellow board members and administrators just who should attend which sessions.

Student Achievement Liaison breakfast Don't miss the Student Achievement Liaison breakfast at 7:30 a.m. on Tuesday, Nov. 12, in the Greater Columbus Convention Center's Terrace Ballroom. All liaisons are encouraged to attend. Please register in advance by contacting Suzanne Resko, OSBA workshop specialist, at (800) 589-OSBA, (614) 540-4000 or s_resko@osba-ohio.org by Nov. 7.

Outstanding Student Achievement pins The SALT team will be distributing an unique academic recognition pin to liaisons attending the special SALT Breakfast on Tuesday, Nov. 12. These pins were designed for OSBA member districts to honor their students. Stop by the conference bookstore to purchase a supply of pins to give to your students.

Student Achievement Fair If you have a program exhibiting at the OSBA Student Achievement Fair on Tuesday (noon to 4 p.m.), make sure you visit the booth and let those from your district know how proud you are of them. Then tour the fair to watch, listen and learn what others are doing.

Student entertainment Five performing groups from around the state will display their talents during the fair. Each group will perform for 20 minute in the middle of the fair's exhibit area. The groups and their starting times are: **Van Wert City Percussion Ensemble**, 12:15 p.m.; **Akron City Fourth-Grade Song and Dance**, 12:55 p.m.; **Southwest Licking Local (Licking) Vocal Ensemble**, 1:35 p.m.; **Eastern Local (Meigs) Handbell Choir**, 2:15 p.m.; and **Fairfield City Show Choir**, 2:55 p.m.

Student Achievement Fair success stories

This month we highlight some of the outstanding public school programs that will be featured in the 2002 Student Achievement Fair on Nov. 12 during OSBA's Capital Conference.

Tech Prep

Union Local (Belmont)

Kirk Glasgow, superintendent, (740) 695-5776 x25

Students show a sample of projects completed for the school and/or community. Projects include a video made using Adobe Premiere, Web pages incorporating sound and video through Macromedia Dreamweaver and Flash, posters created with Adobe Photoshop and an Adobe Pagemaker brochure.

Malvern Movie Madness

Brown Local (Carroll)

Jane Swinderman, technology coordinator, (330) 863-0330

See a demonstration on how the digital media program at Malvern High School has impacted curriculum, school and community.

Taking Care of Business

South Central Local (Huron)

Terry Goodsite, principal, (419) 752-0011

This program focuses on the decision-making strand of the Ohio Proficiency Test. Students design and present their own businesses, complete with business cards, logos, advertisements and descriptions of how their businesses tie into factors of production.

The Jefferson Academy

Jefferson Township Local (Montgomery)

Linda Clautti, superintendent, (937) 835-0550

The academy is a highly creative "school within a school" concept for seventh- and eighth-graders. University of Dayton professors and students work with these young people as they conduct in-depth studies on various topics.

High Schools That Work

Delaware JVS

Patricia Foor, superintendent, (740) 548-0708 x3205

Delaware JVS has strengthened academic and career/technical curriculum through implementation of the High Schools That Work principles as the model for continuous improvement. Learn from staff and students about the strategies that have been integrated into the learning environment.

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Plan now for the 2003 Student Achievement Fair

The 2002 Student Achievement Fair was an overwhelming success with 100 exemplary programs featured in booths and five schools showcasing a performing group. It's not too early to begin thinking about having your school participate in the 2003 Achievement Fair. Applications will be in the February OSBA *Journal* and on the OSBA Web site (www.osba-ohio.org/SpeakUp.html).

Student Achievement resource enclosed

Accompanying this month's *Success* is a copy of *The Educated Student*, a National School Boards Association publication, to help student achievement liaisons in their efforts to improve educational opportunities within their districts.

Reward student success

The OSBA Student Achievement Liaison Team created the Outstanding Student Achiever pin for districts to present to students who excel. This is a great award to honor students for outstanding efforts in academics, community service, volunteer work, helping other students achieve, civic activities, athletics and the arts. Pins can be purchased in quantities of 50 at \$1.50 a pin, or 100 and more at \$1.25 a pin. Contact **Diana Hartings**, OSBA mailroom clerk, at (614) 540-4000, (800) 589-OSBA or d_hartings@osba-ohio.org to order.

Next year's student achievement liaison

Are you planning to continue serving as your district's student achievement liaison? Great, if you are! If not, plan to discuss the position and its importance at your next school board meeting. You may wish to identify an interested board member to take over in 2003. The student achievement liaison's job description is posted on OSBA's Student Achievement Initiative Web page (www.osba-ohio.org/SpeakUp.html).

Report to the community

Be sure to share all the creative student achievement ideas you picked up at the OSBA Capital Conference and Trade Show in a board meeting or as a submitted article to your community newspaper.

Student achievement research brief

Each month, **Success** brings you a research brief to share with fellow board members. Use it to generate discussion with the board and staff.

What tests can and cannot tell policy makers

The Center on Education Policy posts a downloadable newsletter called *Testtalk* on its Web site (<http://www.cep-dc.org/testing/>) that gives insight to what tests offer policy makers. The latest issue is a summary of the center's review of studies and advice from testing experts, state departments of education and others.

The newsletter says its "goal is to encourage those who set policy and shape opinion to develop realistic and balanced expectations about what tests can and can't do. When ... large-scale tests are well-designed and properly used, they can tell us a lot about what students know and can do. For some purposes, they have advantages over less standardized forms of measurement, like grades and teacher-made tests."

Examples given say state test results can:

- provide information that is more standardized and consistent from school to school or district to district than the results of measures based on an individual teacher's judgment;
- be used to compare achievement across different classrooms, schools or districts, or between various racial, ethnic, income, and other subgroups of students;
- provide valuable summary information about student performance by subject, skill, and knowledge area;
- be collected, analyzed, and reported efficiently and at relatively low cost.

The newsletter cautions that even good tests have limitations, and state and federal policymakers don't always consider this when they design education accountability systems. "Test scores can fluctuate for reasons that have nothing to do with student learning or the quality of teaching." The center says a student's test score on any given day could be affected by:

- the particular sample of questions (called "items") included on that version of the test, out of all possible questions that could be asked about a broad subject like eighth-grade mathematics;
- the student's physical condition or state of mind;
- distractions outside the classroom, like construction noise or a barking dog;
- other factors, such as a few lucky guesses or errors in scoring.

The Center on Education Policy can be contacted by mail at 1001 Connecticut Avenue NW, Suite 522 Washington, D.C. 20036; or by phone, (202) 822-8065.

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