



Success

Timely tips to improve student achievement

April 2020

OSBA shares instructional resources for at-home learning and teaching

Achievement Matters, OSBA's student achievement blog, has a full listing of at-home instructional resources for educators and families to use during school closures. The resources are being updated frequently, so check the post often. For more, go to <http://links.ohioschoolboards.org/SU620>.

Tips for teachers facing weeks of remote teaching

Teachers are facing prolonged school closures and have quickly transitioned to nontraditional instructional settings. **Stacey Schmidt**, superintendent of Porter Township School Corporation in Indiana, and **Candice Dodson**, executive director of the State Educational Technology Directors Association, offer tips for distance learning and advise teachers to maintain flexibility and avoid the pressures of perfection. For more, go to <http://links.ohioschoolboards.org/SU621>.

Two Stark County students receive Civil Air Patrol honor

High school juniors **Harrison Traylor** and **Christian Hoch**, Civil Air Patrol cadets from the Akron Canton Composite Squadron in Ohio, were honored with the Amelia Earhart Award, an accolade earned by only 5% of members nationwide. Traylor, who attends **Lake Local's (Stark) Lake High School**, and Hoch, who attends **Jackson Local's (Stark) Jackson High School**, plan to join the U.S. Air Force and have been promoted to cadet captains. For more, visit <http://links.ohioschoolboards.org/SU622>.

How to start now on the summer reading push

Teachers can start now with efforts to engage students in summer reading, which means planning for how books can be made available to students without transportation or public library access, writes **Donalyn Miller**, an educator and author. Miller suggests holding book drives to collect books for students to take home as well as other ways to get books into the hands of students during the summer. For more, visit <http://links.ohioschoolboards.org/SU623>.

St. Marys City teachers share tech overhaul of ELA lessons

Polly Walters and **Chris Kuenning**, teachers at **St. Marys City's**, St. Marys Middle School, discuss rebooting their ELA lessons using technology and a one-to-one device program. They share four factors of their program's success, including a device-sharing plan and adoption of an online reading platform. For more, visit <http://links.ohioschoolboards.org/SU624>.

Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

What research says about the best way to engage parents

Investing time and creativity in getting parents involved often pays off. Research shows that out-of-school factors weigh heavily on student success. Likewise, research indicates that family engagement can lead to higher grades and test scores, improved attendance and better behavior. Yet, surveys suggest most teachers find it challenging to connect with families.

Many schools rely on attendance at traditional back-to-school nights or parent-teacher conferences to gauge whether parents are engaged in their children's learning. At schools where parents don't show up for PTA meetings or volunteer to chaperone school field trips, the result may become the blame game: teachers think parents don't care, and families say they don't feel welcome or valued.

Educators who focus on building relationships grounded in research know that trusting relationships with families can improve learning outcomes. Extending personal invitations to events, soliciting parent input: communicating in parents' native language; and working to get families basic resources, including groceries as needed, build trusting relationships. In some cases, teachers and school staff may visit families at home, a practice that's gaining traction in schools that serve vulnerable populations.

"I have never met a parent who didn't care about their children or value education — but they may not show it in ways that white, middle class people would expect," said **Anne Henderson**, a senior consultant for the National Association for Family, School and Community Engagement based in Alexandria, Va.

One study of 71 high-poverty schools found that when teachers were active in outreach to families, students' scores improved at a 50% faster rate in reading and a 40% faster rate for math. What worked? Meeting every family face-to-face, sending materials home for parents to use to help their children and staying in regular touch with families on students' progress.

This information is consistent with the latest data reported in a study from the Washington, D.C.– based Center for American Progress. The results called for more frequent and consistent communication between schools and home. It suggested policymakers take a community-informed approach and help schools conduct parent surveys, provide teacher training and hire technology experts to increase the quality and quantity of school-parent communications.

For more information and links to the studies referenced in the report, visit <http://links.ohioschoolboards.org/SU625>.

Success

April 2020

Success is published monthly as a member service by the Ohio School Boards Association, 8050 North High Street, Suite 100, Columbus, Ohio 43235-6481, (614) 540-4000 or (800) 589-OSBA. Kim Miller-Smith, senior student achievement consultant, editor; Jeff Chambers, director of communication services, assistant editor. To download a PDF of this eNewsletter, go to <http://www.ohioschoolboards.org/Success>.