



Success

Timely tips to improve student achievement

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Ashland City's students gain skills through video gaming

Ashland City's Ashland High School launched an after-school video game club this year that could become a varsity esports program. **Ben Spieldenner**, esports director at the school, says that through gaming, students improve reaction speed, rapid decision-making and focus. For more, go to <http://links.ohioschoolboards.org/SU594>.

Students learn about STEM while roller-skating

Skate Zone 71, a part of the Columbus community for more than 40 years, is offering exciting science, technology, engineering and math (STEM) classes for students and educators. "We've taken all the elements in a roller-skating rink — lights and sound, skates, friction and motion, and we've put those in STEM lessons that we've copyrighted and launched nationwide," said United Skates of America CEO **Jim Dvorak**. For more, go to <http://links.ohioschoolboards.org/SU595>.

Delaware Area Career Center pilots apprenticeship program

Delaware Area Career Center is piloting a new apprenticeship program that allows students to gain firsthand experience working with local businesses. Officials say the program gives students a leg up as they enter the workforce because they already have experience. For more, visit <http://links.ohioschoolboards.org/SU596>.

Broadband as a way to increase rural students' college readiness

A report from Rural School and Community Trust finds that high school students from rural communities lag behind their peers in some measurements of college readiness. According to author and associate professor Dr. **Bob Klein**, reliable broadband access to the internet could improve rural students' college readiness by giving them access to SAT and ACT test prep and other academic resources. For more, visit <http://links.ohioschoolboards.org/SU597>.

Olentangy Local student creates trilingual e-newsletter and radio show

Olentangy Local's (Delaware) Olentangy Berlin High School senior **Saideepika Rayala**, started a monthly email newsletter and weekly radio broadcast to keep immigrants and refugees informed about area news. Rayala wants to help them feel included in and connected to their communities. The email publication is translated into Telugu, Tamil and French and has about 300 readers. For more, visit <http://links.ohioschoolboards.org/SU598>.

Student achievement in-depth

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

Science should prompt education policy

It's time to embed learning research into policy, according to a new report published by iNACOL, which recently renamed itself the Aurora Institute.

Pulling from neuroscience, psychology and brain science, learning scientists have found, for example, that learners have to actively engage in constructing new knowledge and skills, best accomplished through a dynamic interplay of emotion, motivation and cognition. Once something's learned, students need to be able to move that information from their working memory to their long-term memory, a process helped along by the teacher, who makes connections from what's newly learned to prior knowledge and uses appealing examples that demonstrate the usefulness for solving real-life problems.

However, current education practices often interfere with applying learning research in the classroom.

Written by iNACOL/Aurora Policy Director **Natalie Truong**, the report offers a rundown on nine valuable resources from current learning science research. It links the findings on learning science to the need for district and state leaders to develop policies that support structures to put learning science into action.

For example, Truong wrote, that when state accountability systems have a singular focus on reading and math, they miss out on other factors in student success. Additionally, while learning sciences highlight the value of continuous check-ins and formative assessments to gauge student learning, too many state education systems emphasize end-of-year summative assessments, which provide a limited scope of student achievement.

Another big obstacle is the use of age-based cohorts, which advance in lockstep throughout students' K-12 careers. That structure ignores the need to meet students where they are in their learning or to teach students in their zone of proximal development, including their emotional, psychological and cognitive processes. In other words, Truong explained, the traditional age-based approach "continues to perpetuate despite growing evidence that age alone tells us very little about what a child can do or the support needed to develop more fully."

The report offers 10 recommendations for synchronizing K-12 education policy with the science of learning and development. To read the article, which contains a link to the report, and learn about the 10 recommendations, visit <http://links.ohioschoolboards.org/SU599>.

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