



Success

Timely tips to improve student achievement

July 2023

Can evidence-based practices resolve reading crisis?

Only one-third of American students are reading proficiently by fourth grade, writes **Jillian Kaster**, community manager for Reading Horizons. Kaster writes that the science of reading, based on research from cognitive science, linguistics and neuroscience, offers more effective practices for teaching reading. For more, go to <http://links.ohioschoolboards.org/SU874>.

Adult learning principles for effective faculty onboarding

New faculty members bring with them unique skills, beliefs, interests and needs. Leveraging these diverse attributes can dramatically improve the onboarding experiences of first-year teachers and veteran educators who are new to a campus. This article provides key strategies for effective onboarding. For more, visit <http://links.ohioschoolboards.org/SU875>.

What is needed from school leaders?

School administrators should take action to support teachers by fostering collaboration, employing active listening and tapping into social and emotional needs, writes veteran educator **Jori Krulder**. Techniques such as regularly checking in with teachers to inquire about how they are doing, setting up communities of practice and fostering helpful connections are discussed. For more, visit <http://links.ohioschoolboards.org/SU876>.

Body language is powerful

Crossing your arms, fidgeting, not making eye contact or slumping your shoulders while interacting with others may be communicating disinterest, nervousness or lack of confidence, writes **Lolly Daskal**. "To improve your nonverbal communication, try to focus on being still and present in your body." For more, visit <http://links.ohioschoolboards.org/SU877>.

Physical textbooks still a core resource

Physical textbooks still play an important role in building structure and curriculum in classrooms, even as digital content becomes more prevalent. Allowing for flexibility and customization in lesson planning, digital textbooks have benefits as well, according to **Dennis Muizers**, managing director of educator leadership development and membership services at ASCD. For more, visit <http://links.ohioschoolboards.org/SU878>.

Student achievement in-depth

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

Math, reading scores of 13-year-olds plummet on NAEP

Data released last week from the National Assessment of Educational Progress (NAEP) — called the "nation's report card" — reveals a significant drop in the math and reading scores of 13-year-olds, marking the largest drop in math scores in the past 50 years. The results are the latest in a line of data from NAEP over the past few years that have all shown widespread declines in student achievement. In this test administration, titled the long-term trend assessment, student performance dropped across the board. Students in all percentiles — from the highest-achieving to the lowest-achieving — saw declines.

The long-term trend assessment, given in math and reading, has remained relatively unchanged since it was first administered in the 1970s, allowing for comparisons over time. It's also focused on basic skills, in comparison to the subject-area assessments, which are revised periodically in response to changes in academic standards.

The downward trajectory of student scores, the widening academic gaps between historically marginalized students and their peers — were evident in 2012 and beyond. They're a continuation of patterns that emerged in long-term trend results released in 2021, which measured student performance prior to the pandemic.

In terms of course work, the percentage of 13-year-olds reporting that they were enrolled in algebra fell from 34% in 2012 to 24% in 2023. While 29% of respondents said they were taking pre-algebra in 2012, just 22% said the same today. The proportion of students enrolled in "regular math" rose significantly. Virtually all of that movement occurred between 2012 and 2020, before the onset of COVID-19.

In addition to questions about courses, the survey asked students about their academic habits and learning environment. Ten percent of students surveyed said that they missed more than five days of school over the past month before they took the survey in fall 2022, double the percentage of students who said the same in early 2020.

And students are engaging less outside of school as well. A small, but statistically significant decline in the percentage of students saying they read for fun almost every day, dropped from 17% in 2019-20 to 14% in 2022-23.

For more on this report and a links to NAEP, please visit <http://links.ohioschoolboards.org/SU879>.

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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>.