



Success

Timely tips to improve student achievement

March, 2022

District helps grandparents navigate school tech

A West Virginia school district recently launched a Healthy Grandfamilies program to help grandparents who are raising their grandchildren navigate school technology. A recent presentation focused on school technology databases and other commonly used resources. For more, go to <http://links.ohioschoolboards.org/SU764>.

LeBron James leads effort to teach cryptocurrency lessons

NBA star **LeBron James'** foundation is partnering with **Crypto.com** to help students in Akron learn about cryptocurrency. The program will teach students what cryptocurrency is, how it works, and the potential career pathways associated with it. For more, go to <http://links.ohioschoolboards.org/SU765>.

Teacher sets poetry to music in class, on album

High-school English teacher **Max Heinegg** says he uses art, folk music and other creative interpretations of poetry to help students broaden their thinking and interpretation of the literary form. Heinegg, who teaches British and world literature, describes his recent album of public domain poems set to music. For more, visit <http://links.ohioschoolboards.org/SU766>.

Will all-digital SAT create a performance gap?

Students who identify as white, Black or Asian American scored higher in reading on the digital SAT than the paper version of the exam, while Hispanic students showed less of an improvement on the digital SAT and performed better on paper versions of the PSAT, according to a College Board study. The College Board recently announced it will have a shorter, all-digital exam that will also allow students to use calculators on the entire math section. For more, visit <http://links.ohioschoolboards.org/SU767>.

Fifth-grade students pitch community garden to city council

A group of Kansas fifth-graders used a PowerPoint presentation during a city council meeting to pitch the idea of a community garden near the local visitor's center. The project, an expansion of on campus and after-school gardening activities, is intended to bring the wider community together to address issues, including food insecurity, and won the backing of the elected leaders. For more, visit <http://links.ohioschoolboards.org/SU768>.

Student achievement in-depth

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

New research updates what's important in a quality preschool program

Dale Farran has studied early childhood education for half a century. Yet her most recent scientific publication has made her question everything she thought she knew.

The outcome of a study, which lasted more than a decade, included 2,990 children from families of low income in Tennessee who applied to free, public prekindergarten programs. Some were admitted by lottery, and the others were rejected, creating the closest thing you can get in the real world to a randomized, controlled trial — the gold standard in showing causality in science.

Farran and her co-authors at Vanderbilt University followed both groups of children through to sixth grade. At the end of their first year, the children who went to pre-K scored higher on school readiness, as expected. But after third grade, they were doing worse than the control group. And at the end of sixth grade, they were doing even worse. They had lower test scores, were more likely to be in special education and were more likely to have a discipline record in school, including serious trouble, including suspensions.

The results of this study were quite unexpected and defy deep seeded beliefs based on previous research and government policy. These findings forced the researchers to ask further questions and study more about the type of preparation afforded to students of low income households as opposed to students of high income families. A follow-up study of the pre-K classes indicated that pre-K children from homes of means engaged in play-based activities featuring art, music, movement and nature, while the experience of students who lived in poverty featured classroom settings with teachers talking quite a bit, students transitioning from classroom to restrooms and cafeterias, worksheets, and drills for basic skills.

The instructional and structural differences in the pre-K programs may hold answers to the negative results shown in the Vanderbilt study and define areas necessary for further study.

To read the initial conclusions of the study and to follow the link to the full study, please visit <http://links.ohioschoolboards.org/SU769>.

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