



Success

Timely tips to improve student achievement

February 2022

River View Local teachers' lessons about King involve poetry and art

River View Local (Coshocton) junior high school teachers **Mary Bell** and **Amy Fox** recently used art and words to teach students about the life and legacy of **Martin Luther King Jr.** to mark the holiday that honors the civil rights leader. The approach by English teacher Bell involved creating found poems that include words and phrases from King's life and most famous speech. Fox taught students to use zentangles, an art form that uses structured drawing patterns to incorporate key words from the excerpts. For more, go to <http://links.ohioschoolboards.org/SU758>.

Greenfield EV teachers study science of reading

Over 40 **Greenfield EV** elementary school teachers and other district personnel are involved in an intense professional development program that is an in-depth study of the science of reading. The Language Essentials for Teachers of Reading and Spelling guides teachers in the brain science behind reading. For more, go to <http://links.ohioschoolboards.org/SU759>.

Podcast highlights abilities of people with autism

Jackson Robol was a sportscaster even before creating his podcast. The Jackson Robol Show, a podcast with over 1,500 followers that recently logged episode 250, raises awareness about people with autism. For more, visit <http://links.ohioschoolboards.org/SU760>.

Students are relearning how to learn

Students' social skills have rebounded faster than their academic skills following the isolation of virtual learning earlier in the coronavirus pandemic, says **Jon Fremante**, a fifth-grade social studies and science teacher at a school in Lake Placid, N.Y. Fremante says lesson content is less of an issue for students than the ability to learn. Students are relearning skills such as focusing in class and retaining information. For more, visit <http://links.ohioschoolboards.org/SU761>.

Tips for growing student independence

Lenore Skenazy, president of the nonprofit Let Grow, says a fear of failure may be interfering with students' independence, and teachers can help build self-confidence by offering trust and helping students become competent. Allowing students to fail in a safe environment also teaches them that failure is not the end of the world, which emboldens students to try again, Skenazy said. For more, visit <http://links.ohioschoolboards.org/SU762>.

Student achievement in-depth

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

When remedial classes are the problem and not the remedy

A California state law prohibits community colleges from requiring students to take remedial classes without first determining that they are highly unlikely to succeed in credit-bearing courses. However, many schools still offer numerous remedial courses, which critics say can discourage students and be a barrier to college completion.

The law was designed to address a widely criticized aspect of remedial education — that it slows academic progress and discourages college completion — and to significantly reduce the number of students placed in these courses. Students of color are disproportionately shuttled into remedial courses and suffer costly academic and financial consequences. Research shows that students placed in remedial education classes are less likely to complete the credit-bearing classes needed to graduate or to transfer to a four-year college, and they are likely to pay more tuition because of the noncredit courses.

Community colleges across California were required to comply with the law by fall 2019, but many still offer large numbers of remedial courses and suggest some students enroll in them without fully informing students about the additional time it will take to complete their studies.

According to a report published in 2016 by the Public Policy Institute of California, only 16% of California Community College students taking developmental education courses earned a certificate or associate degree within six years, and only 24% transferred to four-year colleges. About 87% of Black and Latino students took a remedial course at the time, compared to 73% of white students.

The California Acceleration Project report also found Black and Latino students were concentrated at California Community Colleges that offered fewer than 70% of their introductory classes for credit. Meanwhile, Black students disproportionately attended colleges with more remedial classes than credit classes with corequisite academic supports to help students complete the courses. Remedial course offerings outnumbered transfer level courses with corequisite supports at 82% of the colleges serving more than 2,000 Black students, according to the report.

Denise Castro, a policy analyst at Education Trust–West, a research and advocacy organization focused on education in California, believes remedial courses should be eliminated entirely.

“Educational equity really depends on equal access to credit-bearing, transfer-level coursework,” Castro said. “Colleges still continue to funnel many students into remedial courses. They are actually detrimental to students and harm students’ outcomes and really hold students back from their dreams and being able to graduate — transfer. This is a huge racial equity concern.”

For more and to access the report, please visit <http://links.ohioschoolboards.org/SU763>.

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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>.