



# Success

---

Timely tips for OSBA student achievement liaisons

June 2009

---

## **Success goes electronic**

This issue of **Success** is the first as an electronic newsletter. OSBA members with e-mail will receive an e-mail containing the eNewsletter. Those liaisons without e-mail will receive a printed version. **Success** will still be posted as a PDF on OSBA's Student Achievement Web page, [www.osba-ohio.org/sa.htm](http://www.osba-ohio.org/sa.htm).

---

## **Building character builds achievement**

The Lindbergh (Mo.) School District is proving that building character improves learning. The district started its character-building program in 1999 and achievement has soared. Between 2004 and 2008, the percentage of eighth- and 10th-graders scoring proficient or advanced in mathematics on the Missouri Assessment Program more than doubled, from 24.6% to 58.8% and 32.7% to 67.2%, respectively. To learn more, visit [www.publicschoolinsights.org/stories/Lindbergh](http://www.publicschoolinsights.org/stories/Lindbergh).

---

## **Using technology in your classrooms**

Technology in education is evolving and has changed how we teach. Have your district technology director and several tech-savvy teachers make a presentation to the board on how your district is using technology to boost achievement. Move a board meeting to a classroom and witness a demonstration of what is happening in your buildings.

---

## **Earning college credit**

The options for students to gain college credit while in high school are increasing. Invite your staff to explain how your students are taking advantage of advanced placement (AP), international baccalaureate (IB) diploma programs, postsecondary enrollment options, (PSEO), seniors-to-sophomores and tech prep. To learn more about these options, visit <http://links.osba-ohio.org/10514>.

---

## **Not doing homework**

"What's your feeling about students who won't or don't do work outside of school?" asked a teacher on the Teacher Leaders Network's forum recently. *Teacher Magazine* turned the discussion into an enlightening article. To read what some teachers wrote about this sometimes-frustrating issue, visit <http://links.osba-ohio.org/96294>.

# Student achievement research brief

Each month, **Success** brings you a research brief to share with fellow board members.

## Challenges and prospects for school-to-college transition

*This brief is based on a research document prepared by the American Council on Education (ACE) and funded by a grant from the Bill and Melinda Gates Foundation.*

The advent of the No Child Left Behind Act caused school districts across Ohio and the country to begin small- and large-scale reform of curriculum and programs, many of which were designed to increase the number of students moving directly from high school to college. The success of students who enter college was also examined, as college retention and graduation rates are now seen as even more important than the numbers of those beginning the higher educational process.

The ACE report addressed issues associated with eliminating barriers to college, as well as those that have proven to limit graduation rates from college once students enter. A majority of recent research suggests the clearest path to shrinking the college access gap for all students. Strategies include:

- lowering financial barriers to affordability (a stated priority of the **Obama** administration),
- ensuring better academic preparation,
- increasing the professional development of guidance counselors within high schools so that students are better advised as they make crucial college decisions,
- increasing the quality and quantity of college entrance and financial aid information (beginning at much younger ages than the last two years of high school),
- increasing levels of parent and family involvement in college preparations,
- creating more equitable admissions policies.

Of these strategies, removing financial barriers and better academic preparation are widely acknowledged as the major priorities to improving college access and success.

A focus on school-to-college transition necessitates moving from accountability systems in schools that work to raise the level of the “educational floor” or a focus on minimum literacy standards — to a focus on the “educational ceiling” or college readiness. For example, research shows that significant effort must be made during the middle school years to increase students’ awareness of the academic rigor and preparation necessary for college success so that they can take the algebra or foreign language courses necessary for college acceptance.

Research shows programs that help shine light on the educational ceiling include college outreach, as well as early intervention initiatives. Proven benefits of these types of programs have been a literal doubling of the rates of college attendance from at-risk youth, an expansion of students’ educational goals and aspirations, and a boost in college enrollment rates across major demographic categories.

To read the full report from ACE, please go to **[www.acenet.edu](http://www.acenet.edu)**.

### **Success**

June 2009

**Success** is published monthly for student achievement liaisons by the Ohio School Boards Association, 8050 North High Street, Suite 100, Columbus, Ohio 43235-6481, (614) 540-4000 or (800) 589-OSBA. Scott Ebright, APR, deputy director of communication services, editor; Cheryl Ryan, education management consultant, assistant editor. To download a PDF of this eNewsletter, go to **[www.osba-ohio.org/sa.htm](http://www.osba-ohio.org/sa.htm)**.