



Success

Timely tips for OSBA student achievement liaisons

November 2008

Sending more students to college

More and more of our graduates are attending college. Ohio's 14 public universities had a 2.2% increase in enrollment this fall on their main campuses. The 24 regional branch campuses grew by 4.6% and the 23 community colleges grew by 3%. For more information, visit: <http://regents.ohio.gov>.

Special ed tool kit available

The U.S. Office of Special Education Programs has produced a tool kit to help with assessment, instruction and accountability for students with disabilities. The kit offers the most current and accurate information on how students with disabilities learn and how to measure student performance. Download the kit at www.osepideasthatwork.org/toolkit/index.asp.

Helping your new teachers succeed

One of the keys to student success is outstanding teachers. Most districts have teachers in their first year on the job and many districts have special programs to mentor first-year teachers. Ask your personnel director to make a presentation to the school board on what the district is doing to help new teachers succeed in the classroom.

Are boys the problem?

To boost the national trend of boys achieving in the classroom, a *Chicago Tribune* writer suggests schools look at how they teach boys in the early grades. **Peg Tyre** says principals and teachers should ask themselves, "Are we engaging boys in our classrooms?" and, if not, figure out why. Read her article at www.chicagotribune.com/news/nationworld/chicoped1013boysoct13,0,2793029.story.

Resource kit enclosed

The latest in the Student Achievement Leadership Team (SALT) Resource Kit series is enclosed in this mailing. It focuses on the creative uses of technology in Ohio classrooms. To obtain an electronic version of this kit or download past SALT resource kits, visit the SALT Web page at www.osba-ohio.org/sa.htm.

Student achievement research brief

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

How were the academic content standards developed in Ohio and what are they?

Academic content standards are clearly defined statements and/or illustrations of what all students, teachers, schools and school districts are expected to know and be able to do. Content standards describe the knowledge and skills that students should attain, often called the “what” of “what students should know and be able to do.” They indicate the ways of thinking, working, communicating, reasoning and investigating, as well as important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline.

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created the Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. Both boards began to build a common long-term agenda for prekindergarten through grade 16 education. The Joint Council established a set of common expectations for what all students should know and be able to do upon completion of high school. This initial work established draft common expectations in six content areas: fine arts, English language arts, foreign languages, mathematics, science and social studies. With the addition of technology as a content area, these drafts were transformed into Ohio’s academic content standards.

Why develop academic content standards? Academic content standards provide a set of clear and rigorous expectations for all students. Students need to learn more and complete complex work at each grade level as they progress through school. The academic content standards provide clarity for Ohio teachers on what content and skills should be taught at each grade level. How the material is taught is a local school and district decision.

What are benchmarks? Benchmarks are the specific components of the knowledge or skill identified by an academic content, performance or operational standard. It can be characterized as being declarative, procedural or contextual in the type of knowledge it describes. Attainment is communicated through performance task (the construction of a response) and performance level (the defined score point on a formal assessment).

What are grade-level indicators? Grade-level indicators are what students should know and be able to do. The indicators are the checkpoints that monitor progress toward the benchmarks.

For more information, visit: www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1

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Success is distributed only to student achievement liaisons.