



# Success

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Timely tips for OSBA Student Achievement Liaisons

June 2005

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## **Shhhh ... are we forgetting the quiet students?**

Are we leaving shy and quiet students behind? *The Christian Science Monitor* published an article, "When quiet kids get forgotten in class," that examines this issue. Quiet and shy kids have as much to contribute to discussions as the rest of the class, reports author **Toni Weingarten**. The article can be found at: [www.csmonitor.com/2005/0426/p11s01-legn.html](http://www.csmonitor.com/2005/0426/p11s01-legn.html).

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## **Building improvements**

Without students in schools the next couple of months, what is your district doing to refurbish and revitalize classrooms? The June board meeting would be a good time to share just what goes on in your buildings to prepare for the next school year.

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## **Your summer reading is enclosed**

Summer is a great time to catch up on reading. OSBA is providing student achievement liaisons a copy of the National School Boards Association's new book *Leading Change, the Case for Continuous Improvement*. It is the latest in the Key Work of School Boards series. A brief summary of the book also is enclosed.

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## **Post your questions on the Student Achievement Forum**

Have you visited the Student Achievement Forum on OSBA's Web site? It is a place where board members and administrators can ask each other questions and offer their opinions. Go to the OSBA Web page ([www.osba-ohio.org](http://www.osba-ohio.org)) and click on "Student Achievement Forum." First-time users will need to register, so click on the word "register" at the top and fill in the required information. Post a question, comment or success story, and wait for replies. Encourage all board members to participate in discussions on how to improve student achievement.

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## **Good schools make good business**

A report prepared by the Prince George's Business-Education Alliance in Maryland said that creating a top-flight system of public education, from kindergarten through college, makes good business sense. The report can be found at: [www.pgbea.org/SummitReport.pdf](http://www.pgbea.org/SummitReport.pdf).

## Student achievement research brief

Each month, **Success** brings you a research brief to share with fellow board members. Use it to generate discussion with the board and staff.

### Public schools outperform private schools in study

A recent study, reported in the *Phi Delta Kappan*, suggests that it is time for a critical reexamination of common assumptions regarding the effectiveness of public and private schools. As market-style reforms change the public school landscape, prompting many to call for various forms of school privatization, it is important to examine the evidence as to whether private schools are, indeed, more effective than public schools.

In the study, once the fact that private schools tend to have higher socioeconomic status (SES) students than public schools was accounted for, what was found was actually just the opposite of what was expected: public schools outperformed private schools within each SES quartile.

#### Key findings:

- When accounting for demographic/SES differences among public and private school students, public school students performed “significantly better” than private school students.
- When researchers looked at public and private school students’ performance across four SES quartiles (low SES, low-mid SES, mid-high SES and high SES), public school students outperformed private school students in each one. Public school fourth-graders’ average scores were 6-7 points higher within each quartile, and public school eighth-graders’ average scores were 1-9 points higher.
- Public schools enroll “much higher” percentages of lower-SES students and students with disabilities than do private schools. At each grade level, less than 40% of the public schools were high SES (meaning their SES was above the median for all schools), while more than 80% of private schools were high SES.
- While the average overall math scores of private school students were “significantly higher” than that of public school students, the advantage is explained by the demographic and socioeconomic differences of the student bodies.
- Most of the research that has led to common assumptions that private schools are more effective at raising student achievement than public schools is three decades old and was largely limited to high school students. It will be important to conduct further research to illuminate the causes of achievement differences in public and private schools.

For more information on this study, go to the *Phi Delta Kappan* May 2005 issue at [www.pdkintl.org](http://www.pdkintl.org) or the National School Boards Association at [www.nsba.org](http://www.nsba.org).

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**Success** is published monthly for student achievement liaisons by the Ohio School Boards Association, 8050 North High Street, Suite 100, Columbus, Ohio 43235-6482, (614) 540-4000 or (800) 589-OSBA. Scott Ebright, APR, deputy director of communication services, editor, and Rob Delane, director of school board development, assistant editor. **Success** is distributed only to student achievement liaisons, so please share with fellow board members and district staff.