



Success

Timely tips for OSBA student achievement liaisons

October 2007

Invest in education, reduce crime, increase economy

Researchers at the Justice Policy Institute have found that a 5% increase in male high school graduation rates would produce an annual savings of almost \$5 billion in crime-related expenses. The annual benefit to Ohio's economy is estimated to be \$232,897,238. To download the complete report, visit www.justicepolicy.org/content.php?hmID=1811&smID=1581&ssmID=61.

Academic integrity questioned

The San Francisco *Chronicle* reports that between 75% and 90% of high school students cheat. **Regan McMahon**, the *Chronicle's* deputy book editor, examines the issue and offers suggestions to curb academic cheating. Ask an administrator to explain to your board the appropriate policies and what the district does to prevent students from cheating. The story can be found at www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2007/09/09/CM59RIBI7.DTL.

Plan now for Capital Conference SALT activities

Be sure to attend the many Student Achievement Leadership Team (SALT) activities at Capital Conference. Enclosed in this mailing is a letter to student achievement liaisons and a flier promoting all the student achievement sessions and SALT programs. OSBA President **Martha F. Rothery, Findlay City**, invites you to the student achievement liaison meeting at 7:30 a.m. on Tuesday, Nov. 13, in rooms E 150-151. A continental breakfast will be provided. Please RSVP to Debbie Beckman at (614) 540-4000, (800) 589-OSBA or d_beckman@osba-ohio.org.

Conference Guide available

The complete, 194-page OSBA *Conference Guide* will be delivered to your district in October. If you want an electronic version, one is posted on OSBA's Web site at: www.osba-ohio.org/CC2007.htm.

Do parents support rigorous math and science classes?

Just 25% of Kansas and Missouri parents think their children should be studying more math and science, according to a study published by the Public Agenda. To read the report and the survey responses, visit www.publicagenda.org/importantbutnotforme/index.cfm.

Student achievement research brief

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

Not all recent academic gains are a result of NCLB

The Center on Education Policy (CEP) has been monitoring the effects of the No Child Left Behind Act (NCLB) since its inception in 2002. CEP studied and polled the state education agencies and chief school officers to examine the effects of the NCLB Act at the local level. “How Students Achievement Increased Since No Child Left Behind?” found that state test scores on reading and math have gone up. The achievement gaps between minority and white students has narrowed. However, the report has warned that the gains couldn’t be attributed to NCLB since there are many reform efforts and the data collected from various states were incomplete. In addition, some states completely overhauled their assessment systems during the study period. Others continue to make changes to their testing systems over the years, making comparison of test scores from year-to-year difficult if not impossible.

No doubt NCLB has an effect on teaching and learning, but its impact on student achievement is still unclear because the act is still in its infancy. Perhaps the more appropriate question to ask now is whether NCLB is using the right accountability tool to measure school performance? The CEP study found positive trends in Florida schools with the achievement gaps narrowing between white students and students belonging to major racial groups. However, under NCLB, Florida still continues to have more schools not making AYP and going onto the punitive restructuring phase.

The study used data from all 50 states, but it often didn’t have complete data from all the states in all subjects and grade spans.

The major findings were:

- 14 of 38 states with sufficient data showed that gaps between white and African-American students have narrowed in reading across all three grades, while no state showed evidence of gaps widening;
- in math, 12 states showed gaps between white and African-American students narrowing, while one state showed the gaps widening;
- 13 of 40 states with sufficient data showed evidence that gaps between white and Hispanic students have narrowed in reading across three grade spans;
- 11 of 41 states with sufficient data showed evidence that gaps between white and Hispanic students have narrowed in math across three grade spans;
- even when the gaps have narrowed for subgroups, they were still often sizable;
- the report does not have sufficient data to report on achievement gaps for students with disabilities and LEP students.

Success

October 2007

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; Fred Pausch, director of legislative services, assistant editor. **Success** is distributed only to student achievement liaisons, so please share with fellow board members and district staff.