



Success

Timely tips for OSBA student achievement liaisons

June 2008

Share this *Success*

A single copy of *Success* is sent to student achievement liaisons with the hope that you will duplicate and share it with fellow board members and administrators monthly at a board meeting. Some liaisons distribute copies of *Success* throughout their districts to building principals and central office staff. Back issues can be found on OSBA's student achievement Web page, www.osba-ohio.org/sa.htm.

SALT resource kit in mailing

With this *Success* issue, you will find a resource kit examining grants and grant-writing. OSBA's resident expert on grants, **Cheryl Ryan**, education management consultant, offers a look at successful grant-writing. The Web-based program supplements the printed materials in this mailing.

Discipline and achievement

You don't need a study to prove that good students are rarely disciplined, and frequent visitors to the principal's office do not do as well as they could in the classroom. Ask your administrators to discuss their effective discipline policies and how they help improve student achievement.

Paying students pays

Paying students up to \$32 a week is improving academic performance in two Fulton (Ga.) County schools. Forty struggling middle and high school students were selected for a privately funded after-school tutoring program, which rewarded them financially based upon attendance and participation. **Charles Loudermilk**, chairman and chief executive officer of Aaron Rents, donated \$60,000 for the program. To read the *Atlanta Journal-Constitution* story, go to www.ajc.com/metro/content/metro/stories/2008/05/16/study_0514.html.

Sell your summer school

The June board meeting is a good time to promote your district's summer school. Invite the director of your summer instructional program to make a presentation to the board and community. Taxpayers like to see their schools being used efficiently year-round. If your program is tuition-based, share the financial details.

Student achievement research brief

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

Mathematics Coaching Program improves student performance on Ohio Achievement Test

Ohio, like the nation, has huge achievement gaps in children's mathematics scores by race and socioeconomic status. The Mathematics Coaching Program (MCP), the brainchild of professors **Patti Brosnan** and **Diana Erchick** from the Ohio State University School of Teaching and Learning, has enrolled 70 of the lowest achieving K-6 schools in Ohio, hoping to understand how children learn mathematics and resolve a district's academic emergency.

For this school year, MCP widened its scope from 30 schools to 70 urban, urban-fringe and rural schools throughout Ohio. On average, 15 teachers per building participate, so about 1,050 teachers, 15 facilitators, 70 coaches and 26,750 students (averaging 25 per class) will participate in the Mathematics Coaching Program.

MCP has already achieved remarkable success in a short time. As an example, preliminary results show that in the first year, one Appalachian school had 32% of its students at or above proficient before MCP, but 67% at or above proficient as a result of the program.

During the first two years, the average gain of 11 participating major urban schools across grades three through five was 13 percentage points, with seven of the 11 schools leaving academic emergency and achieving adequate yearly progress.

Even more stunning, in one school, students in coached classrooms scored 85% at or above proficient on the math portion of the Ohio Achievement Test, while students in the same school, but in a non-coached classroom, remained at a 44% achievement rate.

Due to the success of the Mathematics Coaching Program, the Ohio Department of Education has funded MCP for the past three years at \$350,000, \$675,000 and \$1.1 million, respectively. The first year was a pilot year, where the Mathematics Coaching Program's professional development and coaching model were tested. With the first year demonstrating promising results, and the second year showing even stronger results, funding continues. As more school districts participate, MCP is poised to become a model to not only improve students' perceptions, but indicates a strong correlation for increased Ohio Achievement Test scores.

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