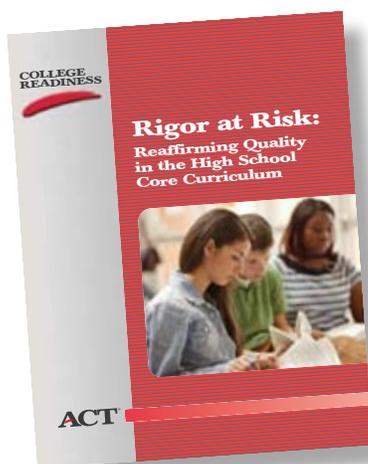


Looking At The ISSUES

May 25, 2007

New ACT Study Finds High School Core Courses Lack Rigor



The rigor of core courses in our nation's high schools is at risk. Solutions are needed now... The issue is solvable. – ACT, Inc.

High School core courses too often lack the rigor they need to adequately prepare students for college-level work, according to a new report released by ACT last week. The research report, titled *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*, suggests that even students who take a college preparatory curriculum in high school are often ill-prepared to handle college material.

ACT has long recommended that college bound students take a solid core curriculum in high school consisting of four years of English and three years each of math, science, and social studies. Scores on the ACT Test have consistently shown that students who take this curriculum are much more likely to be prepared for college. Yet, the new study indicates this may not be enough. ACT has found that college readiness can lag even among these students.

ACT also found that the majority of states' learning standards are not aligned with college expectations and do not prescribe the skills and knowledge that students should learn in specific high school courses. High school readiness, high school grade inflation, and the qualifications of teachers to teach assigned courses were also cited.

ACT states that its research also demonstrates that high school courses can be made rigorous and that rigorous content can be effectively taught and learned. The organization has identified nearly 400 high performing high schools across the U.S. whose students have shown greater-than-average increases in scores on the ACT Mathematics or Science Tests. On the list is North Canton's Hoover High School.

For the full report, go to <http://www.act.org/path/policy/reports/rigor.html>

Looking At The Week

Ohio Grantmakers Conference

Dr. Adrienne O'Neill and Edward Crowe, Carnegie Corporation of New York/Academy for Educational Development, were conversation leaders at the Ohio Grantmakers Conference on Tuesday, May 22, 2007 in Columbus, Ohio. The topic of the conversation was: *Creating a Seamless P-16 System in Ohio*. John Stanford, Office of the Governor, facilitated.

Quebec Foundation Reps Visit the Partnership

On Thursday, May 27, representatives from the Millennium Scholarships Foundation in Montreal Quebec visited the Stark Education Partnership to learn about College Access and Success strategies from Adele Gelb, Program Officer. As guests of NCAN, the visitors Diana Wickham, Executive Officer, Development, and Louis Haeck, Project Officer, also met with Youngstown and Akron OCAN college access directors.