



## Implementation Report

Council of Great City Schools

# Males of Color Pledge

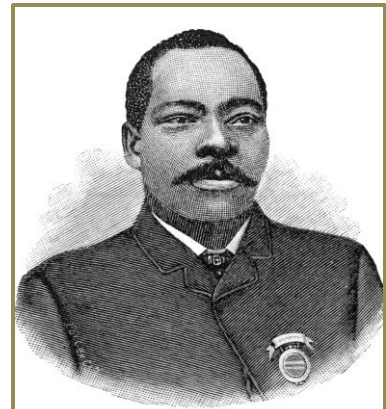


January, 2015

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## INTRODUCTION

In 1806, the first school in what is now Columbus, Ohio, was a log cabin built in Franklinton by Lucas Sullivant. In 1827, a public night school opened in Columbus to combat adult illiteracy. It was not until February 3, 1845, that the Ohio General Assembly officially established the Columbus City School District (CCS). Today, CCS is Ohio's largest school district serving over 51,000 students in 109 schools, covering 137 square miles, in Franklin County. The District is governed by a seven-member publicly elected school board and three direct reports to the board of education: the Superintendent/CEO, Treasurer/CFO, and Director of Internal Audit.



**Granville T. Woods**, famous American inventor, received much of his early education in the Columbus City Schools during the 1860's.

In the 2013-2014 academic year, the District's student population was 58.09 percent African-American, 27.28 percent Caucasian, and 6.79 percent Hispanic. Additional factors impact the services our district must provide students, including 83.30 percent of students being identified as economically disadvantaged, 13.95 percent of students identified with special needs, and 11.47 percent of students identified as Limited English Proficient with over 90 languages spoken throughout the school district. Student mobility also has a large impact on student achievement and the supports necessary to close the achievement gap. In addition to the 51,000 students served by Columbus City School there are approximately 15,000 school-aged children who attend either public community schools or private institutions through school choice options. The impact of school choice options is important to note because our student population is highly mobile with 17 percent of students attending CCS less than a full academic year.

While CCS has made notable gains under the leadership of Superintendent/CEO Dan Good, Ph.D., as highlighted throughout this report, the District realizes there is significant work to be done to close the achievement gap for male youth, and especially young men of color.

At its June 3, 2014, Regular Business Meeting, the Columbus Board of Education joined the Council of Great City Schools' call to improve the academic and social outcomes for males of color via a resolution adopting the Council's pledge. The following report provides a district-level overview of the strategies and efforts being implemented to achieve the goals of the Council's pledge.

## A FOCUS ON LITERACY

### Pre-Kindergarten Education

The CCS pre-kindergarten program offers four-year old males, as well as all students, early access to a developmentally appropriate setting. We understand the importance of high-quality early learning pre-kindergarten programs and align our standards with the state and federal definitions of high-quality. The comprehensive curriculum provided to young learners meets Ohio's **State Early Learning Content Standards**. Additionally, CCS pre-kindergarten teachers have a minimum of a Bachelor's degree in Elementary Education with pre-kindergarten certification and more than half of our teachers hold a Master's degree in Early Childhood Education. A low student-teacher ratio in our pre-kindergarten classrooms provides one-on-one attention as well as small group instruction.



Longitudinal data over the past five years demonstrate that young males of color along with their peers who attend district pre-kindergarten greatly out-performed their peers who did not attend district pre-kindergarten. Kindergarten Readiness Assessment – Literacy (KRAL) data also showed that only 18 percent of students needed intervention for kindergarten compared to 38 percent who needed intervention but did not attend a pre-kindergarten program.

The CCS pre-kindergarten program serves approximately 750 students at 41 elementary schools, including co-habitation models with many community partners. Recognizing the importance of a high-quality early learning experience and the need to leverage additional resources to support pre-kindergarten expansion, CCS has worked collaboratively with many partners throughout the district to implement co-location strategies to provide third-party operated pre-kindergarten classrooms with CCS facilities. Such partners include The Ohio State University, the City of Columbus's Early Start Columbus initiative, YMCA Head Start programs, and the Franklin County Early Childhood Center. Our pre-kindergarten program and partnerships provide families with outreach, health and social services, a parent advisory group, and opportunities for information forums focused on kindergarten readiness and at-home literacy support to assist families with a smooth transition into kindergarten.

Through a combination of district-sponsored classrooms and partnerships with the City of Columbus's Early Start Columbus program the district increased enrollment in high quality-pre-kindergarten classes by 23 percent. Our goal is to continue to increase pre-kindergarten enrollment until all four-year olds have access to high-quality pre-kindergarten programs.

## Third Grade Reading Guarantee

In June 2012, Governor John Kasich signed into law **Senate Bill 316**, a bill that created and implemented a **Third Grade Reading Guarantee**. The act requires school districts to annually assess students' reading proficiency and create reading improvement and monitoring plans for students reading below grade level. The most controversial aspect of the third grade reading guarantee prohibits schools from advancing third graders to the fourth grade if they fail to score above a "cut score" determined by the State Board of Education. Certain students, such as those with identified special needs or English Second Language requirements, are exempt from the mandatory retention provision, as are students previously retained prior to third grade.

Ohio's **Third Grade Reading Guarantee** also mandates annual reading assessments for students beginning in kindergarten through third grade. Students reading below grade level are required to have a reading improvement and monitoring plan developed and approved by the student's parent and teacher. The reading interventions and strategies included in these reading improvement plans are largely determined by the local school district, but could include summer school remediation and one-on-one literacy coaching.

As an urban school district with a majority of minority students, the Third Grade Reading Guarantee goes far beyond the importance of ensuring successful literacy acquisition because an impressive body of research exists that provides strong, data-based evidence demonstrating the negative consequences of grade retention, especially for minority and economically-disadvantaged students. Reschly and Christenson (2013) highlight concerns regarding the impact of retention "on students of particular racial/ethnic and socioeconomic backgrounds" (p. 320). The disproportionate impact of grade retention on minority and economically disadvantaged students has been documented across a number of studies (Frey, 2005, pp. 335-337). For example, Frey (2005) reports that while the retention rates for all students was 19.3 percent, the retention rates for African American (29.9 percent) and Hispanic (25.2 percent) students were significantly higher than those of European American (17.2 percent) descent when controlling for race and ethnicity (p. 336). The National Association of School Psychologists (2011) also identify other non-academic barriers significantly impacting minority and economically disadvantaged students as triggers for disproportionate grade retention such as coming from a single-parent household, lower educational attainment by students' parents, and high student mobility rates (p. 3).



CCS has implemented several programs to provide support and impact early literacy and achievement in our young males of color. Our elementary schedule affords students the opportunity of having up to 120 minutes of literacy instruction per day and up to 60 minutes of intervention. The expansion of interventions such as **Reading Recovery**, **Reading Buddies**, and **Leveled Literacy Intervention** provides research-based strategies to our students who are in most need of intervention. With over 30 teachers trained in reading recovery, we provide intensive one-on-one literacy instruction to the students who score in the lowest 20% on literacy diagnostic assessments. We expanded our Reading Buddies program to include over 800 volunteers who read with students 2 or more times per week for 30 minutes a day. Additionally, we employed 2 highly qualified teachers per building, providing small group (3-4 students per group) of reading intervention.

Research supports the wisdom of the African Proverb when it demonstrates that it truly does “take a village to raise a child.” When families and schools partner together, students have higher grades, better attendance, and increased motivation (Michigan.gov Parent Fact Sheet, 2002). During the 2013-2014 academic year, CCS implemented **Parent Literacy Academies** in order to foster a supportive environment and collaborative partnership between parents and the District. These academies provide engaging and practical strategies that parents could use at home in effort to support the growth of literary skills. We also conducted Early Literacy Parent Meetings to provide parents with information on the importance of third grade reading proficiency and ways that families can support third grade reading instruction at home. CCS also partnered with vital community stakeholders such as the NAACP to conduct information and training sessions for parents and families.

As the school district strives for improvement, CCS is making significant gains through its intense focus on third grade reading and literacy skills at the elementary level. While only 42.4 percent of students earned a score high enough for fourth grade promotion on the 2013-2014 fall administration of the **Ohio Achievement Assessment in Reading**, CCS and its community rose to the challenge and by the close of the 2013-2014 school year 88 percent of CCS third graders were eligible for promotion to fourth grade. The preliminary results of the district’s strategies demonstrate a sustained improvement as the district’s third graders scored 21 percent points higher on the 2014-2015 fall administration of the state reading over the results of the 2013-2014 fall administration.

## **Engaging Students for Success**

CCS executes a variety of strategies to keep middle and high school students engaged through the academic process, including significant opportunities to participate in student activities, character-based intervention programs, and a robust menu of career and technical programmatic options. Again, CCS has demonstrated promising growth on the state report cards, demonstrating that our strategies are working to support our young men of color.

## **Student Activities & Academic Supports**

CCS recognizes that keeping students engaged through student activities, including athletics, performance arts, and academic activities, has a positive impact on school culture and academic

performance, creating a connection to the school community that encourages attendance and participation. Despite significant budget reductions since 2008, including a \$20 million reduction for the 2014 Fiscal Year, the district has maintained an athletic program that does not require fees for participation.

The District has also maintained the same number of art, music and drama teachers for the past five years without reduction to the programs. In addition to the All-City Orchestra provided for middle and high school students, an All-District High School Honors Chorus was added that performs throughout the year. Additional opportunities for students include the All-District Choral Showcase that highlights all High School Choirs and the All-District Honors Music and Exhibition Event that features choirs, bands, and part programs from every age grade band across the district. In 2013, the annual District Marching Band Invitational was established, which brings together approximately 1,100 instrumental students, drill teams, and auxiliary members of the bands and includes an exhibition with all students performing together. The activities and events that are provided to the students in the arts programs bring acknowledgment to students that at times go without recognition while also promoting increased parent and student involvement.



### **Serving Students Who are Gifted and Talented**

Identifying and developing academic and artistic talent among our students is critical. At the beginning of the 2014-2015 school year, approximately 10.2 percent of our students in grades K through 12 are identified as gifted in one or more areas. This is below the state average of 14 percent. Although the rate of identification in superior cognitive ability or academic content areas is much lower among diverse students and in comparison to state averages, our rate of identification in the visual or performing arts reflects comparable access for students from all ethnicities and is among the highest rate of identification in the state of Ohio.

Select students in grades 3 through 5 have opportunities enrollment in 19 self-contained gifted classrooms. For four years, Columbus City Schools has purposed to meet the needs of the majority of our gifted learners in their home schools through differentiated instruction in the regular classroom using a cluster grouping model in grades K through 8 and through advanced coursework at the high school level. Performance on state assessments has not reflected the positive impact sought through this service model. As a result, we have assembled a group of parents, teachers, building and district

administrators, and gifted specialists to develop a new continuum of services to be implemented in the 2015-2016 school year.

Although that plan is still a work in progress, some key themes have been evident in the discussion of the workgroup. First, instruction tailored for gifted students and delivered by those with proper training in gifted education is a priority. Second, the team seeks to provide opportunities for gifted students to interact with intellectual peers in their learning environment to help spur on critical thinking. Finally, it is suggested that enrichment programs at the primary level may assist in channeling students' gifts in a way that will allow them to be formally identified as gifted according to state rule and will lead to greater access to formal gifted services.

In the meantime, the district has 29 gifted site-coordinators who consult with teachers in every district building to provide professional development on gifted education topics and to help teachers analyze assessment data and plan appropriately challenging lessons for their gifted learners. By focusing on elements of depth and complexity, teachers can create more rigorous lessons that push their gifted learners forward. Many staff members are piloting a primary thinking skills program in grades K through 2 to help instill critical thinking abilities at an early age. The district is also piloting a career awareness program called Career Café for our gifted 8th grade students to help introduce new career opportunities and provide role models from within our community. In addition, the staff from the Gifted and Talented division assists individual schools with implementation of enrichment programs, such as debate, chess, math competitions, Invention Convention, Mock Trial, and more. These initiatives are designed to provide opportunities for students to learn new content and to apply that learning into a variety of contexts.

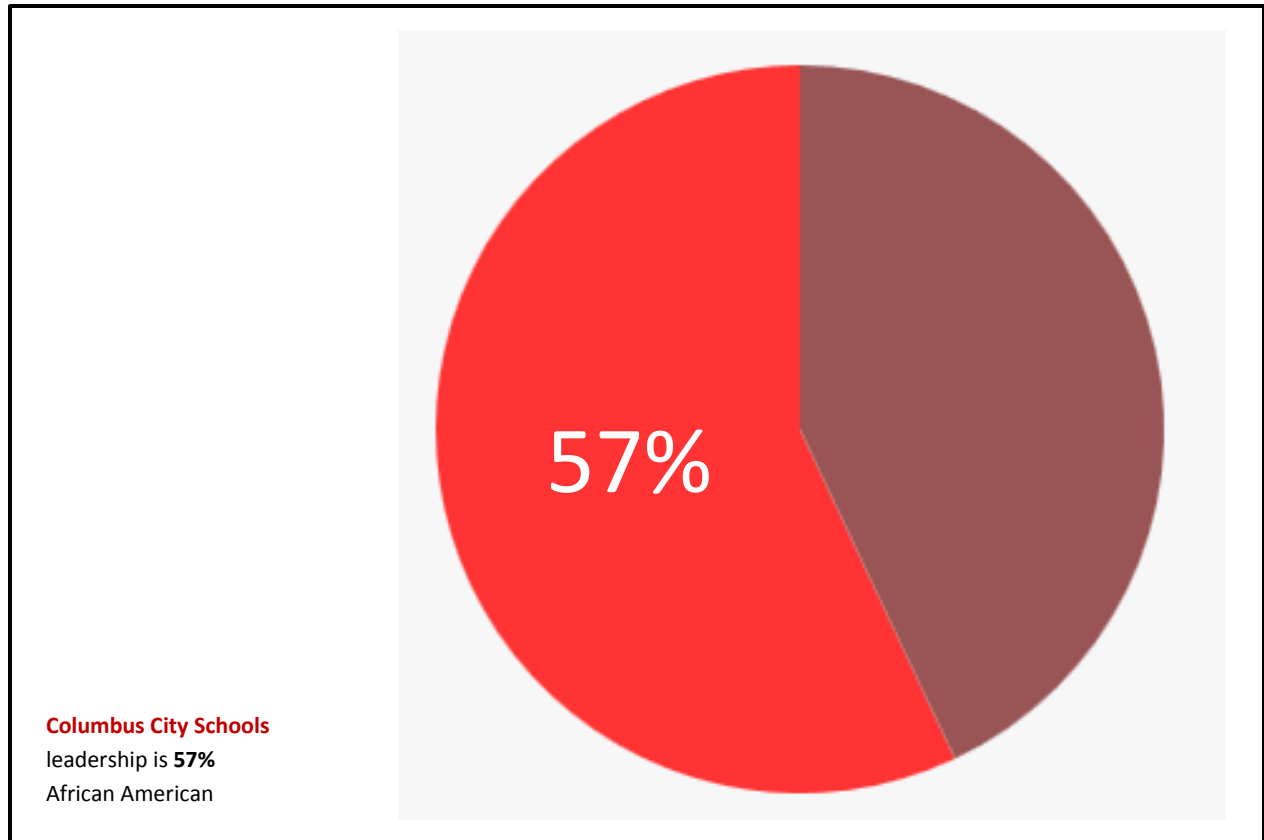


## School-Based Character Initiatives

Our district's principals and school building leadership teams have also implemented a variety of programs focused on character development and empowerment strategies to help our male students make positive, productive choices for themselves. For example, the "Boys Won't Be Boys" program with author Tim Brown is designed around the idea of living an "Uncommon Life in a Common World." The author and program mentors work with students to develop the following traits: foundation, identity, swagger, friendship, character, relationships, sense, and uncommon reward. Similar programs exist throughout the school district, such as the REAL Young Men, ELITE, and Young Leaders of Today and Tomorrow programs. Building leaders at one high school are currently developing a new program called the "I-Men" program, which stands for "Men of Integrity, Intelligence, & Involvement." The program will promote young leaders and role models within the high school and earn community service hours toward graduation by representing the school through community service projects.

The District is also exploring opportunities to expand and develop new programming such as Boys State, MECCA, Ohio State University Mentoring, Community Connection Grant, Undivided Initiative, and the Middle School Character Grant.

## DISTRICT STAFFING: Percentage of District Leadership that are African American



Career and technical training is one way that the district is trying to engage not only boys of color but all students through a hands-on learning experiences that are applicable to everyday life. CCS has worked to develop partnerships to provide increased access to career pathway opportunities and raise awareness that career and technical education not only helps with graduation rates, but also allows students to earn industry certificates and even college credit while earning a high school diploma. With the increased need of a skilled workforce prepared for the emerging jobs in our Central Ohio region, CCS is working hard to create learning environments that will help students become successful not only in school but also the work force.

The Columbus Downtown High School and Ft. Hayes Career Centers both offer state-of-the-art facilities that offer a wide variety of areas for specialization. The centralized locations of the centers afford students the opportunity to seek internships with local businesses and government entities. Columbus City Schools Career-Technical Education programs provide students the opportunity to explore career potential through hands-on training with modern equipment and technology while still receiving the high-level academic instruction of a typical high school student. Career centers prepare students for the future with specific skills, industry certifications and even college credit while providing students an opportunity to study the fields that inspire them to learn.

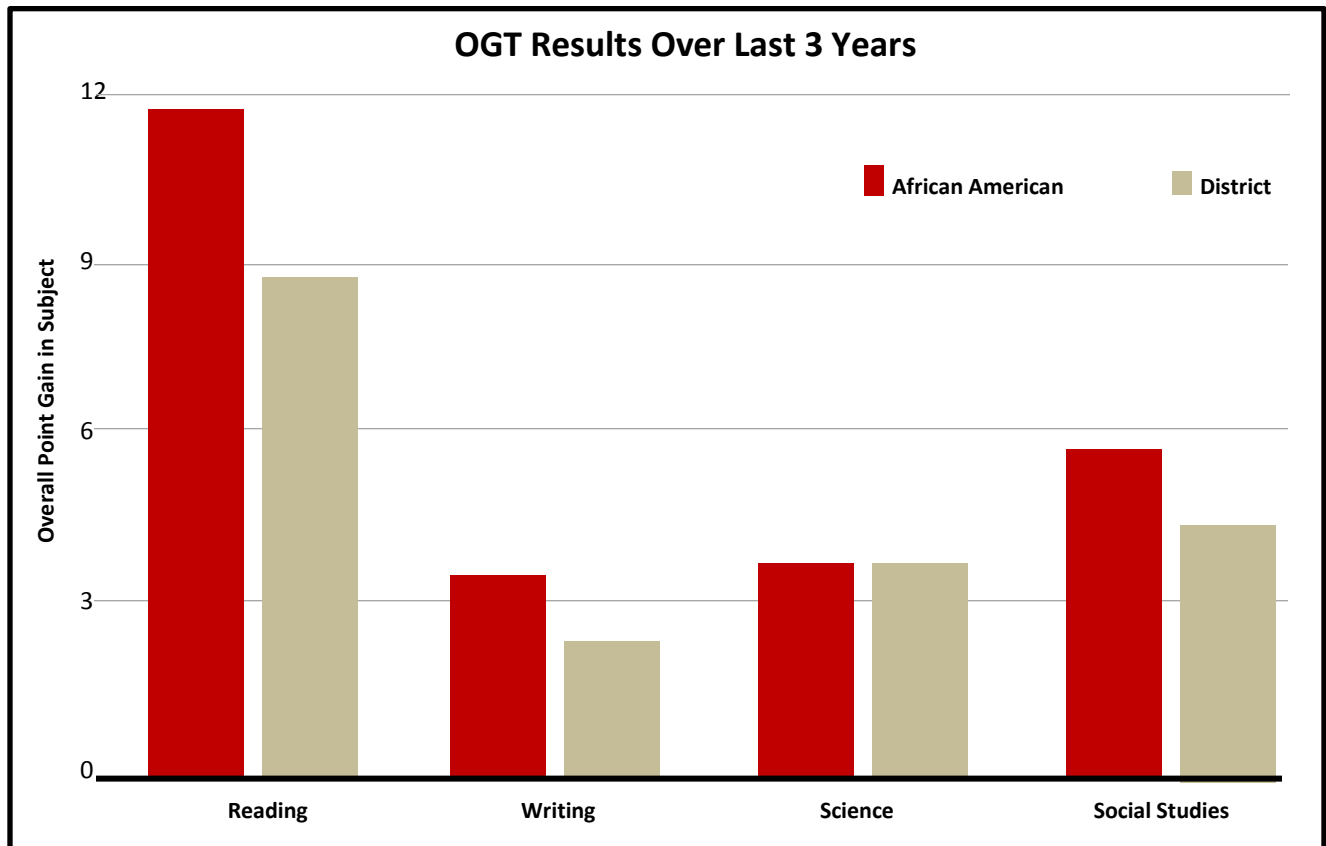


Data reported by Governor John Kasich's office demonstrates that career and technical education in Ohio is making a difference:

- 120,357 of Ohio high school students were enrolled in Career-Tech education;
- Of the students who concentrated their studies in Career-Tech:
  - 98% graduated from high school;
  - 60% continued their education;
  - More than 50% began working within 9 months of graduation

In addition to career pathway course offerings at CCS Career Centers the district has also invested in career and technical opportunities at neighborhood schools, including Project Lead the Way at six high schools. The school district has also partnered with American Electric Power and Columbus State Community College to pilot Credit Counts, a dual enrollment program focused on STEM (science, technology, engineering, and math) at two high schools with plans to expand the program to a total of five schools after full implementation. Such partnerships are significantly important for creating relevant career pathways for students and CCS focuses heavily on identifying and developing such opportunities with partners, including potential apprenticeship programs with local trades' organizations and shared services with Columbus State Community College to provide a more seamless career pathway experience. CCS remains the only school district in Central Ohio that requires students to complete a 120-hour internship and community service requirement for graduation.





## Key Indicators of Success and Promise

### SANPSHOT > Academic improvement took place in our high schools – 2013-14 OGT Results:

- Reading passage of the OGT increased by 8.8 points (to 79.5 percent)  
Writing passage increased by 2.4 points (to 77.3 percent)
- Science passage increased by 3.8 points (to 54 percent)
- Social studies passage increased by 4.6 points (to 70.7 percent)
- South High School and Linden-McKinley, two high schools with chronic challenges in terms of past OGT performance showed the greatest overall improvement in all five subject areas
- Centennial, Independence, Walnut Ridge and West posted gains in all five test subjects; Briggs, Mifflin, and Whetstone did so in four; CAHS achieved 100 percent passage in reading, and Centennial demonstrated growth in every subject with results of more than 90 percent in Reading, Writing and Social Studies.

**We've decreased the Achievement Gap between Groups of Students; gains were made in Reading, Writing, Science, and Social Studies among the District's African-American, Hispanic, and Multi-Racial Students.**

- African-American students' performance increased by 11.6 points in reading (to 79.4 percent), writing increased by 3.6 points (to 76.8 percent), science scores increased by 3.5 points (to 48.4 percent), and social studies increased by 5.4 points (to 68.4 percent).
- Outpaced the District's overall improvement by 2.1 points
- Hispanic students' reading scores increased 12.2 points (to 81.4 percent), writing scores increased by 5.6 points (to 79.4 percent), and social studies scores increased by 2 points (to 69.8 percent).
- The District's Multi-Racial students saw the largest gains among all demographics, posting increases in reading of 7.5 points (to 81.7 percent), math scores increased by 3.2 points (to 72 percent), writing increased by 9.3 points (to 82.7 percent), science increased by 10.8 points (to 67.5 percent), and social studies scores increased by 6.5 points (to 82.7 percent).

## KEEPING STUDENTS IN SCHOOL

Keeping students in school has been a primary focus of Dr. Good since becoming Superintendent of Columbus City Schools, whether through intervention strategies addressing absenteeism or shifting the focus away from out-of-school discipline. Simply, students need to attend school regularly to succeed. Chronic absenteeism is most prevalent among low-income students, and it is low-income students who benefit the most from being in school every day. Research indicates that one of the most effective strategies for providing pathways out of poverty is to focus on increasing the attendance of students who live in high-poverty neighborhoods, and that this alone, even without any additional qualitative improvements in the American education system, will drive up achievement, high school graduation, and college attainment rates and through them economic productivity and social progress (Balfanz & Byrnes, 2012).

In a nationally representative data set, chronic absenteeism in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families. The John Hopkins University Center for Social Organization of Schools conducted a study that found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation. Furthermore, research shows that chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.

Effective strategies must be in place to support student learning at all levels. The individual needs of the student drive the range and intensity of interventions and strategies. Such strategies and interventions are divided into tiers of support aligned with Positive Behavior Intervention and Supports (PBIS) and CCS' Student Assistance and Intervention for Learning (SAIL) process to ensure students' needs are met

academically, behaviorally and physically at every level. The District has made them available within its Attendance Tool Kit, which serves as a repository for attendance-related policies and information.

**Tier 1: UNIVERSAL**

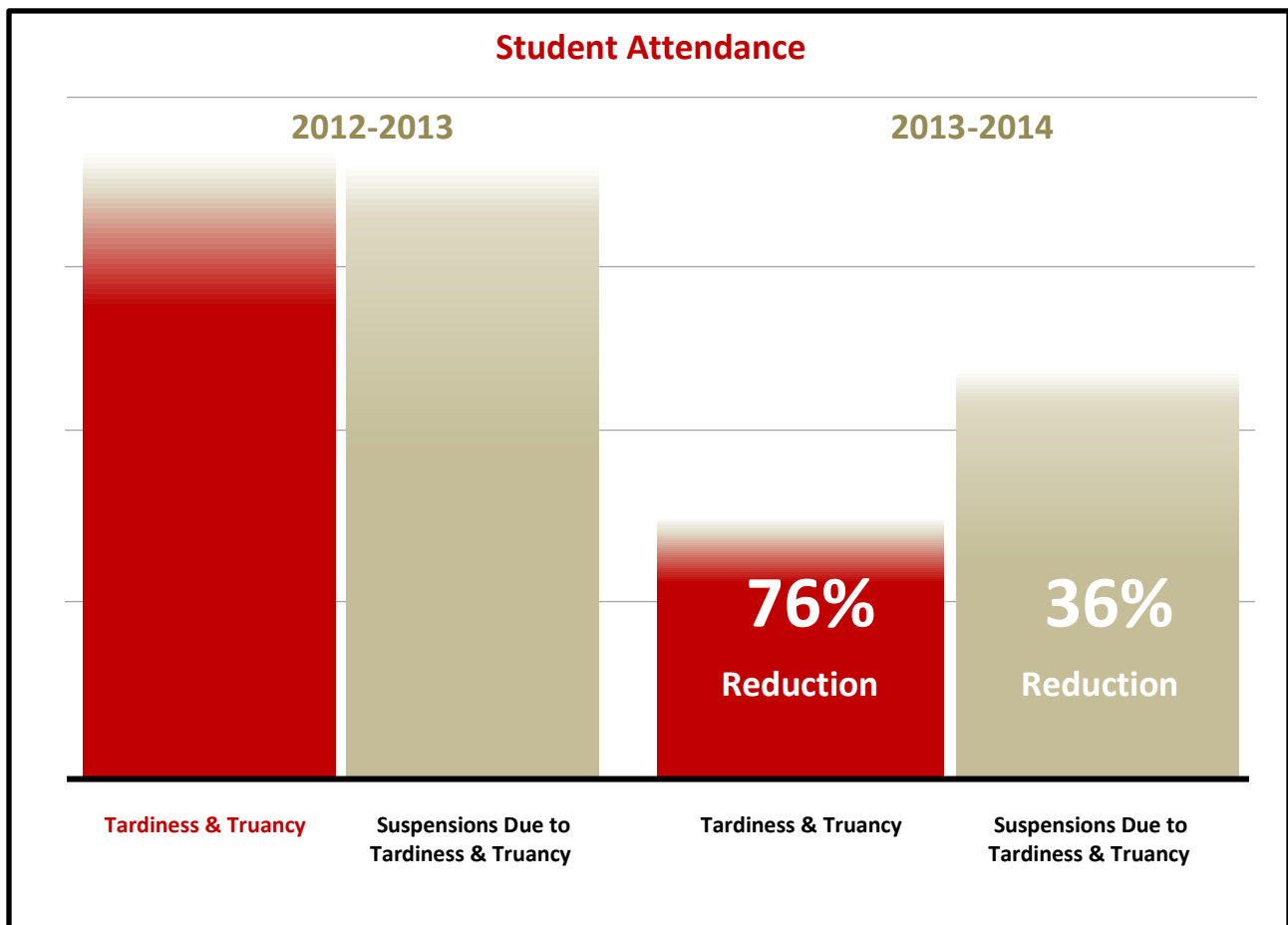
Promotion and prevention – universal programs and services for everyone;

**Tier 2: TARGETED**

Early intervention - selective programs and services for specific populations with identifiable needs and risk factors; and

**Tier 3: INTENSIVE**

Intensive intervention - cross-system programs and services for selected children with multiple, co-occurring issues (e.g., school problems, health or mental health needs, juvenile detention).



Based on our knowledge of the importance of regular school attendance and the effectiveness of the three-tier model of **Multi –Tiered Systems of Support (MTSS)**, CCS staff are working to reduce the absenteeism, suspensions and expulsions for our students, particularly our students of color. Based on the size of our school district, we have established programs and student support services to address these challenges and develop plans to improve overall student performance. We continue to evaluate the effectiveness of our programs and make modifications that will yield effective results and decrease the achievement gap so that all of our students have the ability to earn a high school diploma and be prepared for college, for a job, for owning a business, or for military service. Our District utilizes PBIS and SAIL as a part of this MTSS framework to address behavior interventions and develop plans that will reduce the negative impacts on behavior, academics, and attendance. The PBIS framework is implemented as a part of each school’s **Ohio Improvement Plan**.

School counselors and school social workers are employed to address the social, emotional and mental health concerns that may negatively impact student achievement and behavior. These support staff provide individual interventions, group interventions, class room guidance, school-wide climate and culture initiatives, and home visits. The school counselors also counsel students and families regarding courses and pathways toward graduation. There are also parent consultants in forty of our schools who work to improve the parent /school interaction through programming that addresses academic achievement and ways parents can engage in this process with their student.

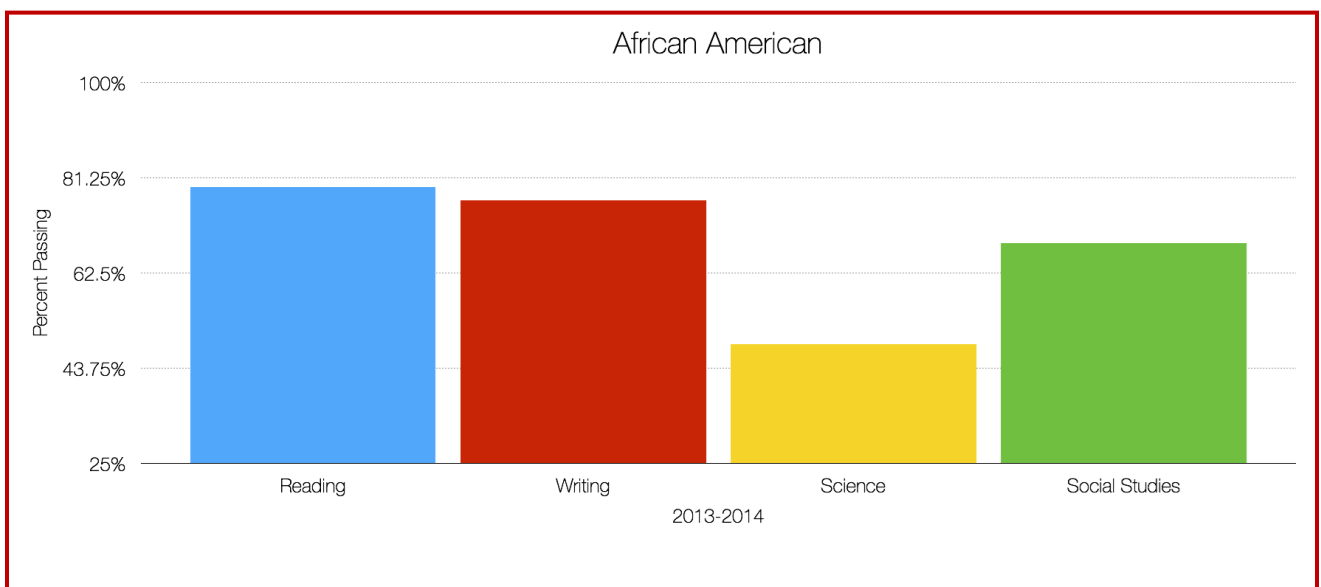
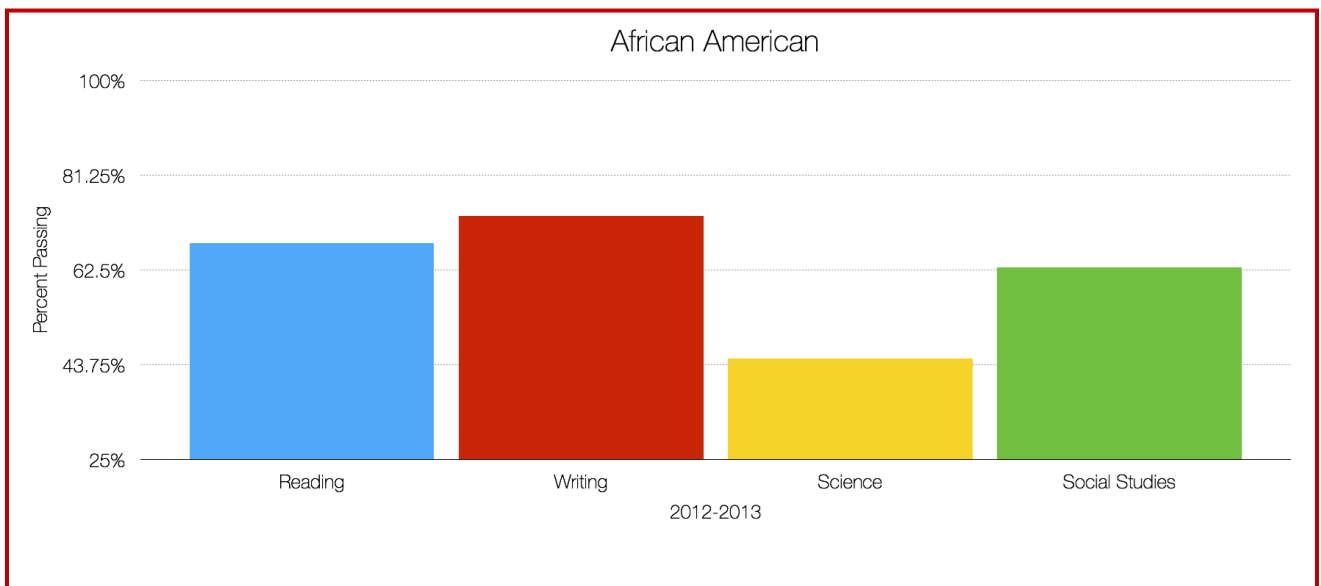
In addition to these support services, we provide programs that address truancy concerns and programs that serve as an alternative to suspension and expulsion. These programs include collaborative efforts such as the **Truancy Intervention Center (TIC)** and the **Positive Alternative Learning for Students (PALS)** program as well as District provided programs such as the Individualized Plan for Attainment of Success **in School (I-PASS)**. The TIC serves our students who have been picked up by the police for truancy. Staff works with these students and identifies the student’s decision to be truant school and the potential legal consequences of their actions. This program also speaks with the students’ parents and provides a workshop to further address truant behavior. The PALS program serves as an alternative to suspension. In this program, students discuss the reason for the disciplinary action and ways to prevent further occurrences with a case manager. The students also complete their work in an effort to stay on track academically. I-PASS serves as an alternative to expulsion. This program is designed for students to maintain their academic work load and their attendance. This program serves elementary through high school. Our district also offers a full time credit recovery program (VCAP), which is a virtual learning academic program that reaches out to students who may need an alternative learning pathway. This program allows us to maintain students who otherwise would not attend a traditional school setting.

Together, these programs serve as our District’s response to removing barriers and closing the achievement gap. We realize that these efforts singularly are not enough to provide services to all of our students. With that in mind, we have reached out to our community partners to assist the District in providing additional supports and resources. These include Diplomas Now, Communities in Schools, City Year, Directions for Youth and Families, I Know I Can, Project Key, and Learn 4 Life. We also have partnered with Learning Circle, which provides a platform by which to analyze data on attendance, discipline and academics. Through this system, we can recognize students who may have concerns in any of these areas and develop plans of support to assist them. It is our intention to maintain these programs and services as we work collectively to remove any barriers to student success, whether they are academic, disciplinary, or attendance-related.

We have a commitment to ensure that all of our students graduate and are prepared for life beyond high school. We also recognize that many of our students face social and emotional barriers that at times can negatively impact this achievement. With this knowledge, we pledge to continue our programming efforts while continuously evaluating the effectiveness and making modifications as necessary.

## A SNAPSHOT *of* PROGRESS

We decreased the Achievement Gap between groups of students; gains were made in Reading, Writing, Science, and Social Studies among the District's African American, Hispanic, and Multi-Racial Students. The following charts depict the gains made by African American students from the 2012-2013 to 2013-2014 school year.



## HEALTH & WELLNESS

When City of Columbus Mayor Michael B. Coleman convened the Columbus Education Commission, a group comprised of community leaders throughout Central Ohio, to explore the barriers to success faced by schools in the city, and recommend solutions, student health was a big focus of the commissioners and experts who testified at the commission's hearings. Research clearly demonstrates why the topic was such a major focus during the commission process – health and wellness issues pose significant challenges for students, especially students from families of low-income that lack access to preventive health care options. As the commission learned, put simply, healthy children are better learners!

### Serving Students with Special Needs

Columbus City Schools has a large population of students identified as having a disability; 16.6 percent comprised the total population of students identified as disabled in 2013-14. The CCS population of students with disabilities graduating in four years reflects 78.2 percent as compared to 76.7 percent without disabilities. It is especially important to note, the CCS graduation rate for students with disabilities exceeded the State of Ohio graduation rate by 9 percent. However, we are not at all satisfied with this achievement alone.

Of the 8,249 students that are identified with disabilities, 4,636 are identified as Black (Non-Hispanic) and 5,468 are male. The demographics of males we serve with disabilities comprise 66.3 percent as compared to 33.7 percent of females. The overrepresentation of males classified as disabled can have negative outcomes for students such as grade retention, increased drop-out rates and early entry into the criminal justice system. Therefore, we are implementing targeted, research based practices to reduce the significant amount of male students identified with a disability. Increasing the population of students with disabilities in inclusive settings, expanding our co-teaching practices in regular education classroom settings and ensuring services are provided in the least restrictive environment to those that remain classified are paramount to our strategic plan.

Another key component of our strategy is expanding our face to face staff professional development to include online accessibility of learning modules, PowerPoints, webinars and video of professional development sessions. Our topics include but are not limited to, inclusion, culturally relevant pedagogy, universal design for learning, differentiated instruction, data analysis and special education compliance policy and procedures. As we plan for the future, identification of non-cognitive factors such as self-identity development, racial identity development and psycho-sociocultural factors will be reviewed to reduce the misidentification of our male students with disabilities. It is our ultimate goal to deliver research based supports to staff; to ensure male students are held to a non-negotiable standard of excellence.



## Health, Family, and Community Services

Understanding that healthy children are better prepared to be academically successful, Dr. Good was appointed to the **Greater Columbus Infant Mortality Task Force** formed by Columbus City Council in 2013 to address the city's highly alarming infant mortality rates. Dr. Good spoke of the importance of young mothers being aware of their health and wellness, the importance of pre-natal care for expectant mothers, and the impact of early detection of infant health issues for a strong foundation for future success. The district's Office of Health, Family and Community Services also targets its health efforts through the employment of 104 Licensed School Nurses, as well as a Supervisor and Director who are also Licensed School Nurses, who provide health services to children. Health Services for the students in Columbus City Schools include:

### Immunizations

School nurses assure that all students meet Ohio State Law requirements for immunizations as well as link families with resources to receive immunizations including Columbus Public Health and Nationwide Children's Hospital (NCH). In partnership with Columbus Public Health we offer in-school immunization clinics for flu shots in the fall and Tdap shots in the spring. Immunizations keep students healthy, in school and ready to learn.

### Health Screenings

As required by Ohio State Law, School Nurses conduct vision, hearing, height, weight, blood pressure, dental and scoliosis tests, called screenings to identify students who need further services, such as an eye exam and glasses, to make sure they can learn. School Nurses conduct these screenings for all K, 1,3,5,7 and 9th graders, all students new to the district and upon request or referral by parents or teachers. Referrals for further health care are met by the OSU Dental Mobile Unit, OSU Optometry Clinics, Nationwide Children's Mobile Health Unit as well as other area providers. School nurses assure that students with health needs get glasses and hearing services as needed so they can see and hear in order to learn and pass standardized tests such as the 3rd grade reading test.

### Chronic Disease Management

School Nurses provide Individualized Health Plans and health care for students with chronic diseases such as: diabetes, asthma, seizure disorders, mental illness, ADHD and sickle-cell disease as well as many other chronic diseases, By creating health plans, managing medications at school, educating teachers and staff and working to help students learn and become responsible for themselves, School Nurses keep students in school and learning. Health Services works with NCH Asthma project, the Central Ohio Breathing Association and CPH to provide services for students with asthma. We work closely with NCH Endocrinology as well as other health care providers to make sure our students with diabetes have good health care at school. We know that chronic diseases such as asthma, diabetes, high blood pressure and



sickle cell disorder are more prevalent in the African American population. Creating and implementing treatment plans for our students allow them to stay in school and increase attendance rates.

## Wellness and Prevention

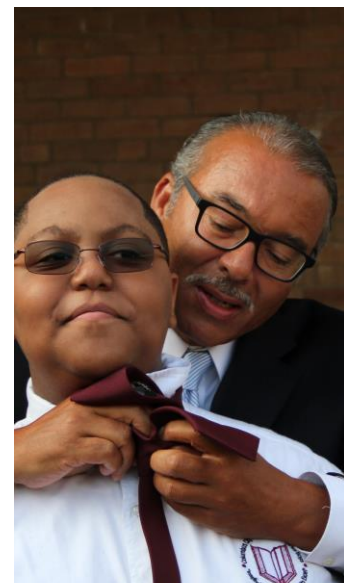
Working with our **District Wellness Initiative**, coordinated by a School Nurse, Health Services provides healthy ideas and plans for good nutrition and exercise including: increased opportunities for physical education and physical activity, healthier school celebrations and fund raisers and the Smart Snacks and Smart Beverages programs. In partnership with CPH we offer a free in-school dental sealant program, School Nurses also work with Ohio Health, Help Me Grow and the Center for Healthy Families to provide services for our pregnant and parenting teens. We also work with Ohio Health and NCH Mobile Unit to provide sport physicals for students. The Occupation Health Clinic provides free Work Permit Physicals for students who attend Columbus City Schools.

## Health Care for Ill or Injured Students at School

School Nurses provide assessment and treatment for students who become ill or injured at school. They also implement educational programs for staff to recognize and follow guidelines for those students in case of emergency. School nurses are also experts in community health services for students regardless of health insurance. They provide a wide variety of linkages and can help families find services for health care when needed.

## CONCLUSION

Columbus City Schools is proudly committed to President Obama’s “My Brother’s Keeper” initiative and the Council of Great City Schools’ Males of Color Pledge focused on closing the achievement gap for male students of color. The district has made notable gains in the academic achievement of young boys and men of color, but we recognize the significant opportunities for improvement. The district will continue to engage the Columbus community to educate stakeholders regarding the challenges of the achievement gap and the impact it has on the lives of young people while continuing to partner with community organizations, business leaders, and elected officials at every level of government to achieve the results of the pledge and demonstrated that all students can reach their full potential to fulfill our District’s mission: “Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.”



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