Columbus School District
Monitoring Report
E-3 Life Skills

Date: _______________________

SUPERINTENDENT CERTIFICATION

With respect to Results Policy E-3 Life Skills, the Superintendent certifies that the following information is accurate and complete, and that the District is:

☐ Making reasonable progress toward achieving the desired results
☐ Making reasonable progress with the exceptions noted
☐ Failing to make reasonable progress

Superintendent Summary Statement:
This report monitors Results Policy E-3 Life Skills for 2017 - 2018.

Signed: __________________________________________________ Date: _________________
Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy E-3 Life Skills, the Board finds that the organization and the Superintendent are:

☐ Making reasonable progress toward achieving the desired results
☐ Making reasonable progress with the exceptions noted
☐ Failing to make reasonable progress

Board Comments

Date for re-monitoring: ________________________________.

Signed: _______________________________________________ Date: _________________
Board President
Columbus School District
Monitoring Report
E-3 Life Skills

<table>
<thead>
<tr>
<th>Policy Ends 3 – Life Skills</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through a combination of home, school, and community learning experiences, our students will be prepared with the habits, skills, and attributes to succeed - academically, socially, and emotionally - in school and in the future.</td>
<td>Reasonable</td>
</tr>
</tbody>
</table>

Students will be able to:
1. Use information from a variety of sources to solve problems and make independent decisions.
2. Set priorities and goals, assess personal progress and make appropriate adjustments.
3. Plan and prepare for careers based on personal interests and strengths.
4. Demonstrate resilience and patience with the ability to cope with adversity.
5. Communicate effectively, and be able to express themselves appropriately and clearly.

Superintendent Interpretation:
The Board of Education expects that every student in the Columbus School District develop abilities and behaviors that allow them to deal with the challenges and demands that may be presented to them in the course of everyday life.

In 2017-18 the Columbus School District administration began the process to implement the college, career and life metrics of Redefining Ready, a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess students are college ready, career ready and life ready. The readiness indicators include Advanced Placement courses, Algebra II, early college credits, industry credentials, attendance, community service and others. According to Redefining Reading, being Life Ready means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are Life Ready possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big. Our nation’s schools provide social and emotional support and experiences to equip students with the Life Ready skills they will need for success in their future.

3.1 Use information from a variety of sources to solve problems and make independent decisions shall mean demonstrating the ability to evaluate the validity, credibility, and thoroughness of resources to make informed decisions.

3.2 Set priorities and goals, assess personal progress and make appropriate adjustments shall mean demonstrate the ability to self-motivate, regulate, determine, and demonstrate personal responsibility.

3.3 Plan and prepare for careers based on personal interests and strengths shall mean students will research and explore career interests based on personality, skills, and various other attributes through various assessment tools.

3.4 Demonstrate resilience and patience with the ability to cope with adversity shall mean demonstrating the ability to overcome challenges and maintain one’s sense of self-worth.

3.5 Communicate effectively, and be able to express themselves appropriately and clearly shall mean demonstrating the ability to express oneself appropriately and clearly in all situations.
DEFINITION OF TERMS:

**Academically**
Relating to schools, or connected with studying and thinking.

**Socially**
At activities in which people spend time together in order to enjoy themselves.

**Emotionally**
Connected with or showing feelings.

SUPERINTENDENT TARGETS FOR REASONABLE PROGRESS:

We will know we have made reasonable progress when:

<table>
<thead>
<tr>
<th></th>
<th>REASONABLE</th>
<th>UNREASONABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school student participation in the activities outlined in the Department of Public Instruction’s (DPI) 6th through 8th grade Academic and Career Planning scope and sequence will increase by the end of their 8th grade year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018 (Baseline)</td>
<td>2018-2019</td>
<td>2019-2020</td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
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</tbody>
</table>

High school students successfully identifying a career pathway by their sophomore year will increase.

<table>
<thead>
<tr>
<th></th>
<th>REASONABLE</th>
<th>UNREASONABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (Baseline)</td>
<td>2018-2019</td>
<td>2019-2020</td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
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</tbody>
</table>

High school students successfully uploading a current resume in a career portal will increase.

<table>
<thead>
<tr>
<th></th>
<th>REASONABLE</th>
<th>UNREASONABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (Baseline)</td>
<td>2018-2019</td>
<td>2019-2020</td>
</tr>
<tr>
<td>0%</td>
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</table>
### Columbus School District
### Monitoring Report
### E-3 Life Skills

#### Student participation in a career field experience will increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 (Baseline)</th>
<th>2018-2019</th>
<th>2019-2020</th>
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</thead>
<tbody>
<tr>
<td>YA</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCEA</td>
<td>31%</td>
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</tbody>
</table>

#### High school students successfully passing a personal finance course will increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 (Baseline)</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.6%</td>
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</table>

#### Graduating seniors successfully earning credits from a dual credit-bearing course will increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 (Baseline)</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65%</td>
<td></td>
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</table>

#### The number of students in grades 6 through 12 who feel sad or hopeless every day for two weeks or more in a row, will decrease based on Youth Risk Behavior Survey Data.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 (Baseline)</th>
<th>2018-2019</th>
<th>2019-2020</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>37%</td>
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</table>

#### Students with more than one major Office Discipline Referral will decrease.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 (Baseline)</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
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### Executive Summary:
This is a new monitoring report developed based on the Ends for Life Skills created by the Board of Education in March 2018. As such, data from 2017 - 2018 school year is being used to establish the baseline. Programming is being developed to support growth in these value areas identified by the Board.
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Academic and Career Planning: Academic and Career Planning is a student-driven, adult-supported plan in which students create and develop their own individualized and exploratory, interest-based vision for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

Career Field Experience: The District is increasing its opportunities for Community Career Education and Awareness (CCEA) tour offerings. These tours provide students and their families a view of the potential career fields and educational opportunities here in the greater Columbus area. Last year, these tours were offered in manufacturing, STEAM (Science, Technical Education, Engineering, Art/Agriculture and Mathematics), and some healthcare areas. In addition, the Youth Apprenticeship program is a career field experience for students to demonstrate life skills. Last year, several high school students worked as apprentices in jobs in our community.

Dual Credit Opportunities: Dual credit options include Advanced Placement (AP) course credit, transcripted course credit, Early College Credit Program and Start College Now (formerly known as Youth Options) credit, and course option credit.

Financial Literacy: Currently Personal Finance is an elective at the High School that fulfills the financial literacy graduation requirement for students. Students may take the course any time during their sophomore, junior or senior year. Students may also fulfill the financial literacy requirement by taking the Economic course through the social studies department.

Office Discipline Referrals: A positive behavior support framework will be implemented district wide during the 2018-19 school year. The framework is considered effective at the universal level when 80 – 85% of students receive 0 – 1 major behavior referral in the course of the school year. We will use data from the 2017-18 school year create a baseline in which to decrease a percentage of students who received a major behavior referral.

Commitment to Improve:

Through the District’s Six Priorities, many of the E-3 Life Skills indicators are addressed and prioritized in the administration’s and staff’s daily work with students. We have focused particularly on the priorities of:

- Address students’ social needs (i.e. poverty, mental health) with community collaboration.
- Develop and expand community partnerships.

As students come to school impacted by increasing personal, social, family and mental health issues, our schools have developed a district wide Positive Behavior Supports framework in order to leverage continuity in a consistent framework. In addition, we are incorporating trauma training for staff as well as school based mental health supports for students.

Date: ____________________

Superintendent     Board President

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