


INTRODUCTION

The Columbus City School District takes the position that educational research, when carefully planned and conducted, provides a promising approach to the solution of contemporary educational problems. Consequently, the school system assumes the position of actively encouraging the conduct of meaningful research that is aimed at the advancement of education as a science or the advancement of the behavioral sciences commonly associated with the science of education. The District also takes the position that the training of educational researchers should include practical experience in the conduct of well-planned, meaningful research in a school setting. Thus, the District accepts the responsibility for cooperation with institutions of higher education by helping arrange internship and practicum programs for students pursuing advanced studies in education and related areas of behavioral science.

Consideration of the number of requests for permission to conduct research within the school system necessitates formulation of a set of guidelines. For this purpose, six categories of research are identified. They are as follows:







- In-System research consists of properly authorized studies designed to supply the information needs of the school system and conducted by system personnel.
- Course requirement research consists of projects assigned to graduates or undergraduates as a requirement for course completion, usually with a one-semester or less time frame (10-15 weeks).
- Thesis and dissertation research consists of research conducted to fulfill the requirement associated with a specific course at an academic institution.
- Cooperative research consists of research jointly planned and conducted by personnel from the school system and some outside agency, such as a university, private research foundation, or a government agency.
- Invited research consists of studies specifically requested by the school system to supply its information needs.
- Faculty research consists of studies conducted by individual faculty members of institutions of higher education, exclusive of the categories of invited or cooperative research.


The CCS Portrait of a Graduate & Strategic Plan for the 2021-2026 academic school years establishes the goals for the District. These goals and priorities will also inform research.



STUDENTS LEADING THE WAY

• PORTRAIT OF A GRADUATE •

	<p>ADAPTABILITY Our students will be agile in thoughts and actions, responding productively to positive and negative feedback while balancing diverse views to reach workable solutions.</p>		<p>CRITICAL THINKING Our students will analyze and apply evidence-based reasoning to understand “big picture” challenges and how solutions affect other parts of a system.</p>
	<p>COMMUNICATION Our students will effectively express thoughts and ideas using oral, written, and nonverbal skills while being active listeners able to decipher meaning and intention.</p>		<p>GLOBAL EMPATHY Our students will value and engage diverse cultures and unique perspectives through mutual respect and open dialogue while taking action to make the world more equitable and inclusive.</p>
	<p>CREATIVITY Our students will be imaginative and explore original ideas and innovative solutions by transcending traditional thoughts, patterns, and relationships.</p>		<p>TECHNOLOGY Our students will leverage traditional and emerging technology to consume, create, communicate, and connect while practicing responsible citizenship in an increasingly digital world.</p>

 **COLUMBUS CITY SCHOOLS**

THE POWER OF ONE

STUDENTS LEADING THE WAY

Greatness doesn't just happen. It is created one step at a time. A skyscraper starts with one plan. A masterpiece starts with one simple brushstroke. And a student fully prepared to lead and serve begins with one community pulling together for the benefit of all. One teacher can inspire. One caring adult can support. One idea can change everything. And when we come together as one with students leading the way, we can accomplish the incredible.

MISSION

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

VISION

A world-class model of public education that prepares all students to be Portrait-ready graduates and reach their full potential.

PORTRAIT OF A GRADUATE

Our North Star -- the hopes, dreams, and aspirations we have for all students.



STRATEGIC PRIORITIES

Through a year-long community engagement process, Columbus City Schools identified four strategic priorities that will guide the organization over the next five years. These priorities are aligned with specific goals adopted by the Board of Education and support the district's mission, vision, and Portrait of a Graduate.

As part of the Strategic Plan work, Columbus City Schools will also identify strategic objectives within its business and operations teams to provide a foundation of support that enables the organization to produce its targeted student outcomes.



WHOLE-CHILD FOCUSED

Columbus City Schools will design and implement curriculum with a holistic approach, so that students find their education more relevant, rewarding, and rigorous.



EQUITABLE OPPORTUNITIES FOR ALL

Columbus City Schools will ensure equitable outcomes for all students and employees, in order to create communities that promote excellence, personal and professional growth, and a culture of belonging.



STRONG LEARNING COMMUNITIES IN EVERY REGION

Columbus City Schools will strengthen a high-quality, interdependent set of learning communities so that within and among these centers of growth are reliable sources of support, identity, and hope.



AUTHENTIC ENGAGEMENT

Columbus City Schools will actively engage all stakeholders to ensure that every experience with the district engenders mutual trust, develops quality relationships, and strengthens collective support for the benefit of our students.

→ Learn more at ccsoh.us/PowerOfOne

EXPECTATIONS OF PROSPECTIVE RESEARCHERS

- Submit a proposal for consideration only after it is well conceptualized and designed.
- Develop and maintain good human relations with school personnel while collecting data.
- Remain cognizant of the school's instructional mission and strive to minimize interference with normal school routines and instructional schedules. Studies that require extensive use of instructional time will not be approved for implementation in the District.
- Recognize the integrity of cooperating pupils and observe good human relations in all interaction with pupils. According to Ohio law, it is now necessary for anyone who will be interacting with students to have a current criminal background check.
- Explicate the immediate and/or potential implications of findings for educational practices in the Columbus City Schools.
- Protect the confidentiality of individual pupil responses and/or performances. Guidelines for the release of confidential information should be mutually agreed upon by the researcher and school officials prior to data collection.
- Insure that persons involved in data collection have been provided with adequate training in the use of all assessment procedures involved in the study.
- Employ treatment and/or assessment procedures congruent with the ethical standards of both the educational community and federal human subjects' regulations. The IRB (Institutional Review Board) with whom the researcher is affiliated must review the research proposal for compliance. A copy of the IRB approval from the researcher's institution must be submitted with the research proposal.

GENERAL GUIDELINE FOR PROPOSED RESEARCH PROJECTS

It should be noted that the school system has adopted criteria for evaluating the desirability of granting approval for the conduct of a study in the Columbus City School District.

This does not mean that school system officials necessarily propose to judge the merit of research proposals in any absolute sense. Rather, they propose to evaluate the merits of granting the use of time and facilities by the potential researcher and to safeguard the rights of pupils and staff

To insure a complete and adequate review, it is suggested that the prospective researcher follow the proposal outline shown below.

The entire proposal package submitted for consideration should not exceed 20 pages.

NOTE: All information needs to be received before the review process can begin. The review process takes approximately four (4) weeks.

SUGGESTED PROSPECTUS OUTLINE

Investigator's name _____

Address _____

Campus address _____

Telephone(s) _____

Advisor's name _____

Campus telephone _____

- I. Problem statement
- II. Related research
- III. Objectives, hypotheses and/or questions
- IV. Procedures
 - A. Population and sample
 - B. Design
 - C. Data and instrumentation (attach instruments)
 - D. Analysis
 - E. Time schedule
- V. Reporting and dissemination
- VI. Personnel
- VII. Facilities
- VIII. Implications and benefits
- IX. Documentation of IRB approval including dates

The following criteria, organized by topic area, will be employed in the evaluation of requests for the conduct of research in the Columbus City Schools.

1. General Significance of Study

- A. Preference will be given to studies that offer the most promise for advancement of the science of education or to the advancement of some area of behavioral science that contributes knowledge of direct value to the advancement of the science of education.
- B. Preference will be given to studies that are judged to offer the greatest potential contribution to instructional and administrative theory and practice.
- C. Preference will be given to the studies that focus on educational problems of high priority for the Columbus City School District.

2. Adequacy of the Design

- A. Preference will be given to well-conceptualized studies based upon theoretical frameworks having relevance for instructional theory and practice in education.
- B. Preference will be given to studies that are designed in such a way as to maximize the probability of answering the research questions posed by the study.
- C. Preference will be given to studies that employ data collection procedures with established reliability and validity.

3. Logistical Criteria

- A. Preference will be given to studies that minimize the distraction and disruption of normal school routines in the course of data collection.
- B. Preference will be given to studies that require a minimal amount of staff time and instructional time for data collection.
- C. Preference will be given to studies that minimize the amount of staff time and effort required for data collection. In cases where extensive teacher involvement is necessary for data collection, the researcher should carefully justify the teacher involvement in terms of the potential benefits of the study for educational practice.
- D. Preference will be given to studies that minimize the amount of information that must be directly provided by District personnel.
- E. Preference will be given to studies that are planned so as to minimize space and facility requirements from the school system.

- F. Preference will be given to studies that are planned so as to minimize the special characteristics (age, gender, race, SES, IQ, etc.) required on the part of pupils included in the sample.

4. Feedback

- A. Preference will be given to studies in which the data collected is of direct value to the ongoing activities of the school system.
- B. Preference will be given to studies that demonstrate the most effective planning for dissemination of findings to school personnel.
- C. Preference will be given to studies in which the implications of the findings for educational practices in the Columbus City Schools are most effectively and clearly explicated.

PROCEDURAL CONSIDERATIONS

The following minimal procedural considerations will be required of researchers who receive approval for the conduct of a study:

1. The researcher will provide building principals and cooperating teachers with an accurate schedule of data collection activities in their school.
2. The researcher will clearly delineate prior to the beginning of data collection, the nature of any information needed from school personnel or school files, e.g., intelligence test data, achievement test data, or attendance data.
3. The researcher will provide feedback to cooperating school personnel concerning the progress of the study and its final results. The precise nature of the feedback to be provided should be mutually agreed upon by the researcher and school officials.
4. The researcher will outline procedures for securing parental permission for pupil participation in those studies where the invasion of privacy is potentially involved.
5. The researcher will keep the Research and Planning Division informed, by memo or e-mail, of the schools participating and any changes in design or instrumentation, as well as the start and completion dates.
6. **The researcher will provide the Department of Strategic Performance Initiatives/Research and Planning Division with two copies of the report of the completed study.**
7. The approval of a research study does **not** imply that the District will collect or summarize data for the researcher. If a study requires data to be collected by District staff, the researcher is responsible for contacting the department that is to provide the assistance. The researcher must provide clearly defined specifications for data to be collected by District staff, and must allow adequate time to collect

these data. **Data collection can only be completed if the collection process does not interfere with other District priorities.**

PROCEDURES FOR REQUESTING APPROVAL

1. At least one month prior to the intended start date of the study, the researcher will submit one copy of a prospectus, instruments (e.g.: survey or interview protocols), consent/assent forms, IRB approval from the researcher's university, along with one complete copy of the proposal to:

Department of Strategic Performance Initiatives
Research and Planning Division
Columbus City Schools
Southland Center
3700 S. High Street
Columbus OH 43207

Phone: 380-997-6280 or 614.365.5785

Email: ResearchProposalCCS@columbus.k12.oh.us

The researcher's address and telephone number should be included on the prospectus.

2. The Research and Planning Division will have the prospectus reviewed by appropriate members of the staff.
3. The Research and Planning Division will inform the prospective researcher of the decision to approve, deny, or recommend modifications. If approved, a letter of introduction will be provided. The researcher is to offer this letter to building administrators when soliciting participation/subjects. Before the researcher begins any research activities in the building, the researcher must get the building administrator's signature on the letter of introduction and scan/email it to the Research and Planning Division, at ResearchProposalCCS@columbus.k12.oh.us
4. A proposed research project that has been approved is subject to acceptance of the building principal in consultation with the appropriate staff to be involved in the study. Therefore, upon said approval, the researcher will contact the principal(s) to be involved to explain the study, the requirements of the study, the means of conducting the study, and to offer the letter of introduction.
5. The building principal will, if approving the involvement of his/her building in the study, make the necessary arrangements for the researcher or delegate that responsibility to the appropriate person in the building (e.g., instructional coordinator, guidance counselor, etc.).