



Purpose of This Document

The district's vision for our students is to INSPIRE and EMPOWER them. The primary purpose of this document is to clearly articulate why we have chosen to communicate certain data points within our strategic plan to those that the district believes it is most accountable to--members of the community whose tax resources continue to keep our schools strong. This document is meant to act as a support to the "scorecard" for **Olmsted Falls Intermediate School**.

While Ohio Law requires the Ohio Department of Education to enact an accountability system, we believe that the current system fails to deliver on a number of different fronts. These include:

1. **Failure to Predict Long-Term Success.** Ohio's accountability system is heavily reliant on standardized tests. While we recognize these assessments are part of the process of schooling, there is no evidence to suggest that they are accurate at projecting a student's long term success in life. We believe that they are overemphasized, and as a result, they have the potential to limit a student's instructional experience.
2. **Lack of Timeliness.** Ohio's current accountability system is based on a set of assessments that measure a student's performance on a particular day in the Spring and the results from those assessments do not arrive until after the school year is over. In short, they do not provide teachers, students, parents and others with timely results to support and enhance learning.
3. **Lack of Relevance to Stakeholders.** The District has spent considerable time working with all of the stakeholders to create a strategic plan that guides our work with students, families and our community. We believe that our vision of inspiring and empowering others is supported by the 4 core pillars within our plan: *Student Success*; *Aligned Resources*; *Technology Enabled* and *Community Partnerships*. We felt a duty to provide evidence to our stakeholders that we are remaining vigilant and working towards ensuring our students are benefiting from the Olmsted Falls City School District experience.

In Olmsted Falls, we are deeply passionate about Inspiring and Empowering students. Our intention is to be the best in the world at designing engaging work to support this passion and we strongly believe that we can make our dream become a reality through a dedication to a comprehensive schooling experience that includes Academics, Arts and Athletics. Our “Triple A” brand seeks to impact the whole child, and it is of value to our parents and greater community. This experience has been the ongoing legacy of an Olmsted Falls Education. It is why families have moved into our community and why they continue to remain residents.

OFIS Student Success: Career

1. Career Illumination Career Day

2. Career Illumination Lessons/Projects

We believe that it is important to provide career experiences and opportunities to students both young and old. While there is no intention to persuade a student into a career pathway, our strategic plan commits us to allowing students to explore. In addition, young students are interested in what adults do at work and those at the intermediate level begin to have a better understanding as to how school leads to a career. At OFIS we provide career success through classroom experiences where teachers integrate career connections into their lessons. In addition, throughout the year students explore careers during a career day.

OFIS Student Success: Academic

4. Grades 4 & 5 Student Growth/MAP National %tile Rank

*The MAP (Measures of Academic Progress) assessments provide information related to a student's, class' and building's impact on academic growth. Student growth is different from student achievement. Student achievement is a score that a student achieves at a given point in time whereas **student growth measures the progress of a student over the course of the school year**. In this case, the reported percentile rank is based on how much growth our fourth and fifth grades made in math and reading when compared to other students across the U.S. who also took MAP assessments in those same grades. When a student or group of students percentile rank falls between the 40th to 60th percentile rank, we can say that they've made expected progress.*

5. Grades 4 & 5 MAP Assessment/Student Achievement

As indicated above the MAP assessments also measure a student's achievement at a given point in time. At OFIS, we administer these assessments three times during the year and use the data to help guide instruction. The advantage that MAP assessments have over the assessments that

are required through Ohio's Testing system are: 1) the data can be used to assist with instruction; 2) the data arrives in time to provide intervention and enrichment and 3) the data can be used to monitor the effectiveness of teaching and learning and 4) students and parents can use the information in a timely manner. The data represented on this scorecard shows the percent of students who obtained a score of Average and Above.

6. % of Students Taking Adv Coursework in Math

In order to create additional course pathways as a means of providing opportunities for students, this metric was created in order to hold ourselves accountable for ensuring we are providing these opportunities to students. By creating additional pathways for advanced study at the lower grades, it increases the trajectory for advanced course work opportunities at the high school level in both Advanced Placement and College Credit Plus. Our goal is to increase the opportunities available to students.

7. Student Involvement: Groups and Organizations

Citizenship and service to others is part of the Olmsted Falls School District experience. While we may not have as many opportunities as the upper grades, there are student groups for our primary students.

8. Student Involvement: Extracurricular

Students being involved with before and after school extracurriculars is a district focus. At OFIS, 80% of our students are involved with at least 1 activity. We will continue to focus on providing more opportunities for students.

OFIS Community Partnerships

We believe that a strong partnership between the schools and community is critical for student success--not only for those that have children attending the district's schools, but all those who reside within the community. This is especially important because the majority of the citizens who contribute their taxes to support the schools do not have children that attend them (approximately 70%). Providing accurate information pertaining to how the school district and community works collaboratively with one another is important to us.

9. Community Involvement

One of the skills identified as important by the district's Portrait of an Olmsted Graduate Committee was Citizenship. Having students take part with service projects within the community is one way to develop an understanding of others' perspectives and needs.

10. Gold, Blue and White

While the district appreciates receiving financial donations from others, we value partnerships that benefit our students and those organizations seeking a relationship with the schools. As a

result, we created a way to deeply evaluate the quality of our relationships and use 5 indicators to test the degree of depth: 1) number of students involved; 2) length of the partnership; 3) whether the partnership benefits the school and organization; 4) the district benefit of the partnership and 4) the community benefit of the partnership. Gold partnerships have the highest degree of depth followed by Blue and White.

OFIS Technology Enabled

The measures that are included here represent our first attempt at measuring the district's ability to ensure we are enabling technology. In the future, our goal is to report on a defined set of skills that measure technology proficiency for both our students and staff, along with how technology is being used to substitute, augment, modify and redefine teaching and learning.

11. Devices

This measure represents the number of devices that exist at Olmsted Falls Intermediate in order to support the integration of technology into instruction.

12. Integration

The first number that is reported on integration represents the percent of teachers posting student assignments electronically.

13. Integration

The second set of numbers represents results from a teacher survey that asked about the number of lessons taught per week that integrated technology.

14. Integration

The third set of numbers represents the percentage of teachers at Olmsted Falls Intermediate that use Google Classroom in order to teach lessons.

15. Integration

The fourth set of numbers represents the percentage of teachers that reported using technology as an assessment tool in order to improve teaching and learning.