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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 serves as our first generation response to this very important question-- “For what am I accountable and to whom?” (Tanner, 2016).

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 shrink 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 the spirit of Jim Collins' Good to Great and the Social Sectors (Collins, 2005), 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.

District Student Success Metrics

1. K-8 Math Achievement % Proficient & Above

2. K-8 Reading Achievement % Proficient & Above

The district administers a Nationally normed assessment in reading and mathematics called the Measures of Academic Progress (MAP). MAP assessments are given to students in grades K through 8, three times per year in the fall, winter and spring. The assessments take on average, about 20-40 minutes to administer. The assessments provide teachers, students and parents with continual achievement data throughout the year in order to assist with student academic goal setting and progress monitoring. In addition, the data is reported at the grade and school building level to provide information related to how an overall class, grade or building is progressing in reading and math achievement throughout a given school year as the school year is unfolding.

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 3) the data can be used to monitor the effectiveness of teaching and learning and students and parents can use the information.

3. K-8 Math Student Growth %tile

4. K-8 Reading Student Growth %tile

The MAP assessments also 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 is a mathematical calculation based on a student's or group of students predicted/projected performance and observed performance. The MAP assessment reports a National growth percentile rank for each grade level in the areas of reading and math. The district combined the percentile ranks for the grade levels at each building and reported an average building percentile rank. For our purposes, a growth percentile rank between the 40th percentile to 60th

percentile is “on target.” In general, the higher the percentile rank, the better the student growth when compared Nationally.

5. HS GPA Unweighted

The aggregated (a fancy word for combined), unweighted HS GPA is obtained by calculating the unweighted grade point average for all 9th through 12th grade students and then dividing by the number of grade levels. There is considerable research that suggests that the best predictor of college success is the high school grade point average. While a number of different variables are included in a student’s grade, a grade point average can represent a student’s resilience, determination, critical thinking and problem-solving, initiative and other important traits that our locally created Portrait of an Olmsted Graduate Committee deemed critical to our student experience.

6. K-12 Extra-curricular Involvement

We believe that student involvement in school (in any form) connects kids and it serves as a method to inspire and empower them as well. This measure is meant to establish a baseline for student involvement.

7. Taking Advanced Coursework in Math- Grades 4-5

8. Taking Advanced Coursework in Math- Grades 6-8

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.

9. % of HS Students Engaged in Career Planning/Illumination

In order to prepare students to become meaningful contributors it is important to provide them with opportunities to engage in career exploration and illumination. We do not want students to select a major. Rather, we would like for students to explore areas of interest. Sometimes, determining what a student doesn’t want to do is as important as determining what he/she might be interested in. This metric holds us accountable for providing these opportunities for exploration for our students.

10. % of HS Students Engaged in Adv Coursework

Providing advanced coursework to our high school students provides additional avenues for them to become inspired and empowered. This metric allows us to track our students’ course selection to ensure they are challenging themselves and that we are in turn, adequately challenging them.

District Aligned Resources

The purpose of aligning the district's resources to the strategic plan is to ensure we are properly providing resources to implement our vision and mission.

11. % of Local Property Tax

This metric represents the percentage of local property taxes that are provided to the district by the community that enables us to Inspire and Empower students. Without this local investment, we could not implement our strategic plan.

12. % of General Fund Salaries to Instructional Implementation of Goals

As a social sector organization, the majority of our resources are allocated towards paying people to deliver on our vision and mission. This metric is the percentage of the district's general fund to support the instructional program.

13. \$ within Tech Budget for Supplies & Equip for Tech Enabled

This is a baseline measure to determine the amount of resources needed to support the supply and equipment cost of being technology enabled.

14. \$ from Private Donors & Alternate Sources of Funding

The district is grateful and thankful for the amount of resources we receive from private donors. Our hope is to track the amount and continue to seek ways to increase it.

15. \$ from Line Item in Budget for Instructional Resources to Support Student Success

In order to deliver on student success, it is important that resources for materials are allocated to continue to support our curriculum and instructional program. This metric tracks the annual allocation.

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.

16. # of Projects

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

17. # of Aggregated Partners

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.

18. # of Scholarships

One of the ways we measure the generosity of our community is through the number of scholarships to the seniors who are graduating and pursuing some sort of post-secondary training.

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.

19. # of Devices District-wide

This measure represents the number of devices that exist district-wide in order to support the integration of technology into instruction.

20. # of Files Shared District-wide

File sharing and file collaboration represent an important measure of how deeply technology is being integrated into the district's culture. This measure is meant to represent how robust our document sharing has become.

21. WiFi District-wide

With the number of WiFi dependent devices that exist it is critical to create and support a WiFi network. Our goal will be to continue to dedicate resources in order to make this happen.

22. Active Users

This number represents the number of K-12 students actively using Google Classroom. This will continue to increase as we integrate technology into instruction.

References

Collins, J. (2005). Good to Great and the Social Sectors.

Tanner, J. (2016). Creating a Meaningful Community-Based Accountability System.

<https://www.tasanet.org/cms/lib/TX01923126/Centricity/Domain/393/CBAS-Essay.pdf>