



Olentangy Local Schools

2011-12 Continuous Improvement Plan

Our mission is to facilitate maximum learning for every student

Approved by the Board of Education August 22, 2011

Board of Education Commitment to Excellence:

The Board of Education is committed to focusing on student learning to achieve the district's mission. This will be accomplished through efficient and sustainable use of resources to support an innovative learning environment.

VISION *The Framework for Excellence*

Our students will perform at a level that surpasses or is equal to their projected level of achievement. We will promote high expectations for students in all areas: academic, artistic, physical, health, citizenship and service. In a fiscally responsible manner, we will commit the resources necessary to establish and maintain:

- **A respectful**, caring, and safe environment
- **Research-based**, student-focused instruction
- **Information-driven** decision making
- **A focused** and challenging curriculum
- **Collaboration** focused on improving student learning
- **An active** partnership with parents and the community

FOCUS *Building on Olentangy's Tradition of Excellence*

The staff will focus on quality classroom practices including, a rigorous curriculum, aligned assessments and focused instruction to achieve maximum learning in every environment.

BENCHMARKS and INDICATORS *Achieving Excellence*

Benchmark 1: Achievement at or above projected performance levels based on Project SOAR data

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

Benchmark 2: Facilitate a year or more of achievement for every year of instruction

- Overall district/building growth is at or above a year's worth of growth.
- Majority of subjects and grade levels will meet or exceed a year's worth of growth.

Benchmark 3: Exceed state standards at the district and building levels

- Seventy-five percent or more of students will score proficient or above in all subjects and grade levels.
- Meet Adequate Yearly Progress (AYP) for all subgroups in reading and math.
- State Performance Index (PI) will increase or maintain at least 106.5.

Benchmark 4: Top of State and Nation

- Will surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
- State Performance Index ranking will increase or remain in the top ten percent of all school districts.

Benchmark 5: Increased percentages of students at advanced and accelerated levels

- Increase or maintain at least 50 percent of students scoring at advanced and accelerated levels.
- Increase or maintain at least 50 percent of juniors and seniors participating in Advanced Placement courses.
- Increase or maintain at least 75 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.

Benchmark 6: Graduates prepared for educational/vocational pursuit of their choice

- Increase from the three-year average or maintain above 90 percent of seniors giving top two ratings on the exit survey.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
- ACT mean scores will increase or remain high at 25.

Benchmark 7: Responsible financial management

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
- Receive a successful unqualified audit with fewer than five minor compliance citations.
- Maintain or decrease the total expenditure per pupil ranking and the administrative expenditure per pupil ranking as benchmarked against comparable districts as determined by the State of Ohio and OLSD Board of Education.

Benchmark 8: Resource Allocation and Utilization that balance fiscal responsibility as they support student achievement

- Achieve an "overall pupil/certified teacher ratio" at a level of 15:1 or higher as measured yearly on the OLSD five-year forecast. This includes all certified staff such as classroom teachers, guidance, special education, special area teachers, etc., recognizing that most individual classroom ratios will be higher.
- Achieve overall efficiency by examining the need, adequacy, maintenance and cost of facilities as benchmarked against industry standards.

Benchmark 9: Community survey responses show continued high and increasing ratings on achieving our mission and all areas of our vision

- The community survey results will equal or surpass the previous year.
- As a subcomponent of the Continuous Improvement Committee (CIC), the Family and Civic Engagement Team will survey students annually to address non-academic needs of our students.



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CIP Benchmark Terminology

SOAR: SOAR is a statewide school improvement initiative comprised of over 100 Ohio school districts. Olentangy receives district, building, grade, and classroom-level performance data reports in reading, math, science, and social studies for grades 3-10. The Ohio Value-Added model will provide district, building and grade-level performance data reports for only grades 4-8 in reading and math for all Ohio districts (These will be reported on the Local Report Card).

Growth: Growth or Value-Added data is the newest accountability measure we have. These data measure if the district, building and/or teachers are facilitating average or typical growth for their students. We use both TerraNova and state achievement tests in Value-Added calculations. We are able to measure growth in third through tenth grades in reading and mathematics, writing in fourth, seventh and tenth, and science and social studies in third through tenth grades. Designations are given to a district, building, grade, or classroom referencing the impact of learning. The designations are above expected, expected, or below expected growth.

Projected Performance: This is a calculated performance level based on a students' complete standardized testing data history. We will use all state achievement tests and TerraNova when no state achievement tests are available. These projections are the performance level a student is most likely to attain on the state achievement tests.

Performance Index (PI): This is a calculation that reflects the achievement of every student. The score is a weighted average of all tested subjects in grades 3-8 and 10. The most weight is given to students scoring at the advanced level (1.2) and decreases with each lower performance level. This creates a scale from 0 to 120 points.

Untested students	0 points
Limited	0.3 points
Basic	0.6 points
Proficient	1.0 points
Accelerated	1.1 points
Advanced	1.2 points

Adequate Yearly Progress (AYP): All students in grades 3 through 8 and 10 (OGT) are evaluated in reading and math only. This measure was created to ensure that all subgroups are achieving at high levels. All students fall into at least two of the following ten student subgroups:

- | | |
|---|---|
| All Students | Hispanic Students |
| Economically Disadvantaged Students | Multi-Racial Students |
| Asian/Pacific Islander Students | White Students |
| Black/Non-Hispanic Students | Students with Disabilities (IEP) |
| American Indian/Alaskan Native Students | Students with Limited English Proficiency (LEP) |

There must be a minimum of 30 students in any subgroup for a district or building to receive an AYP rating.

Below are the AYP targets that are in effect for 2010-11 and beyond. These goals represent an increase from 2009-10 goals and they are scheduled to increase annually through 2013-14.

AYP TARGETS FOR 2011-12 AND BEYOND

Grade Band	Grade	2011-12		2012-13		2013-14	
		READING	MATH	READING	MATH	READING	MATH
Elementary	3	88.5%	84.2%	94.2%	92.1%	100%	100%
	4	87.3%	86.8%	93.7%	93.4%	100%	100%
	5	87.3%	79.8%	93.7%	89.9%	100%	100%
Middle	6	90.3%	82.1%	95.2%	91.0%	100%	100%
	7	87.4%	78.9%	93.7%	89.5%	100%	100%
	8	89.5%	79.0%	94.8%	89.5%	100%	100%
High	10	88.7%	84.0%	94.4%	92.0%	100%	100%