

Olmsted Falls City Schools **OUR SCHOOL REPORT**

Spring 2026

Benefits-Based Accountability Special Edition

Olmsted Falls City Schools **BENEFITS-BASED ACCOUNTABILITY**

Our Trust-Building, Truth-Telling Machine

Students are more than simple test scores. Our accountability system works with stakeholders to celebrate successes and identify areas where we need to grow. This graphic shows our Bulldog Benefits.



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HOW AND WHY IT STARTED: THE SUPERINTENDENT'S PERSPECTIVE

By Jim Lloyd, Superintendent, Olmsted Falls City Schools



When I returned to OFCS in 2007 as Assistant Superintendent, I was tasked with helping our instructional staff engage in deeper, data-based decision-making around student achievement. Specifically, we were focused on improving overall achievement scores and increasing progress on Ohio's newly introduced value-added assessment metric.

During my six years in that role, our principals, teachers, and I worked diligently analyzing curriculum, creating assessment maps, and identifying the learning targets most frequently tested on Ohio's Achievement Tests.

The results?--Banners and recognition from the Ohio Department of Education. Accolades from Battelle for Kids, the organization responsible for implementing and overseeing Ohio's value-added growth model. Our district earned some of the highest test scores in the state, and our academic growth, as measured by Ohio's model, ranked in the top 1% statewide.

Awesome, right?--Maybe. As I transitioned into the role of Superintendent, I began listening more closely to teachers and students. I also engaged in deeper professional reading and I kept coming back to one question--To what end?

An experienced teacher whom I deeply respect once asked me, "What do we get if we're the highest? And what if being first doesn't result in the things that really matter long-term?" That question resonated. Were we in the business of raising test scores because it made a meaningful difference for kids—or because it looked good in the newspaper?

"Not everything that counts can be counted, and not everything that can be counted counts."
-Albert Einstein

Through reflection and continued learning, I arrived at this conclusion: If what we're doing isn't improving long-term outcomes for students, then we must seriously question why we're doing it.

At one point in my career, I took pride in seeing our district near the top of the fall newspaper rankings. I understand why communities

celebrate that. But ultimately, high scores that do little more than predict future high scores don't necessarily translate into better lives for students after graduation. As we reconsidered the purpose of school, we began looking beyond test scores—largely because high test scores alone are not a strong predictor of long-term outcomes.

A SHIFT IN VISION

In 2014, a group of Olmsted Falls City School District stakeholders—including administrators, teachers, classified staff, business partners, and board members—gathered to revise the district's strategic plan. While the resulting action steps influenced many operational areas, in hindsight, it was the newly created vision that most profoundly changed how we operated as an organization. We shifted from being "test score focused" to being student focused.

Some have framed what followed as a "decline in the district's test score/rankings race." Others attributed it to a new math program, the implementation of Common Core, or even poor leadership. The reality is this: It was our behavioral commitment to the vision statement—specifically the words "*we INSPIRE and EMPOWER all students...*"—that changed our focus. Why? Because being in the inspiration and empowerment business requires us to behave fundamentally different as a school district compared to one that is in the high test score business.

"When you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

– Anonymous

HOW BENEFITS-BASED ACCOUNTABILITY WORKS

A benefits-based system asks a fundamentally different question. Instead of telling stakeholders what we will provide, it asks them what benefits they want and expect schools to deliver. To build trust, we lead with listening. As it turns out, when you ask people what they want from their school district, there is a fairly consistent list of about 30 benefits that communities value.

Across all five of our schools, we used various methods to engage students, staff, and parents in identifying which benefits mattered most to them. The question was framed as, “what are your hopes and dreams for students?” Their answers were far more comprehensive than “high test scores.” Test scores may predict future test scores, but they do not provide insight into whether students are developing the competencies that matter for life beyond school.

Many of the benefits stakeholders identified align with what employers consistently seek:

- Problem-solving
- Effective communication
- Initiative
- Adaptability
- Collaboration
- Creativity
- Dependability

These qualities are not easily captured by a single standardized test—but they matter profoundly. We needed a system to more fully capture the nearly 60,000 minutes per year that students are in school. While assessments are important and represent part of the student experience and provide educators with information, the state’s high-stakes tests rate students and schools largely on the basis of a single test that takes about 70 minutes to complete.

WHAT IT LOOKS LIKE IN PRACTICE

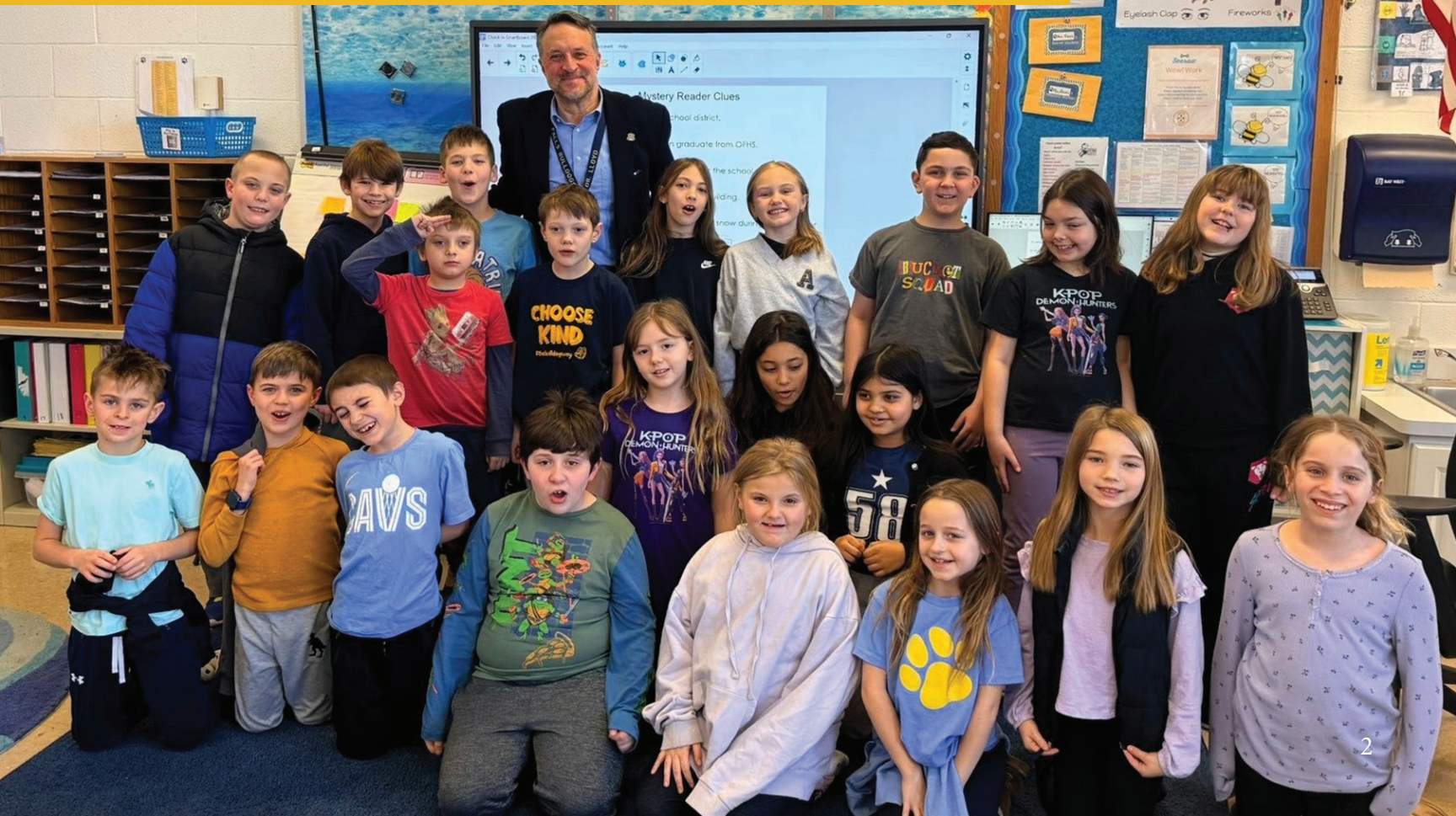
When you are vision-driven and genuinely committed to providing a coherent, comprehensive student experience, something powerful happens. “Inspiring and empowering” stops being a slogan. It becomes visible. It becomes tangible. It shows up in classrooms, hallways, performances, projects, and conversations. It reflects in how staff approach their work and how students engage in learning.

The focus is shared across all buildings. What it looks like varies by grade level and age, but the commitment remains constant. Benefits-Based Accountability provides defined-autonomy to our five schools. The district has identified 30 different benefits and through conversation and collaboration with constituent groups, each building’s leadership team chooses from the universe of 30. It is “defined” in that there are 30 benefits and “autonomous” in that there is choice based on stakeholder perspective.

I hope you enjoy reading about—and seeing—the ways this vision comes to life in each of our schools.

Sincerely,
Jim Lloyd, Ed.D.

Scan these QR codes to learn more about why test scores alone are not a strong predictor of long-term outcomes.



Olmsted Falls City Schools EARLY CHILDHOOD CENTER

We will be a school where the primary stakeholders understand what we're working on, if we're making progress, and how that progress is going. Here are the benefits we are focusing on this school year.

ENGAGED, WELL ROUNDED STUDENTS:

STUDENTS DO RELEVANT,
INTERESTING, MEANINGFUL WORK

SAFETY & WELL-BEING:

- POSITIVE MENTAL ATTITUDES
- FRIENDSHIPS & STUDENT CONNECTIONS
- RESPECT FOR SELF & OTHERS

EFFECTIVE SYSTEMS:

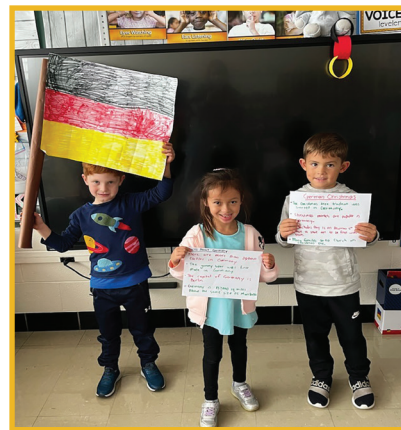
INCREASE STAKEHOLDER
UNDERSTANDING

The Olmsted Falls Early Childhood Center (ECC) serves students in preschool and kindergarten. These "Itty Bitty" Bulldogs are typically between the ages of three and six. The ECC is the first stop on a child's journey through Olmsted Falls Schools. Therefore, providing students and their families with an exceptional first school experience is one of our top priorities.

To do that well, it is crucial for us to get to know our families. We begin the school year by asking families and staff, "What are your hopes and dreams for your students?" Their answers help us identify areas of focus so we can meet students' needs and provide the benefits families say are most important.

STUDENTS DO RELEVANT, INTERESTING, MEANINGFUL WORK

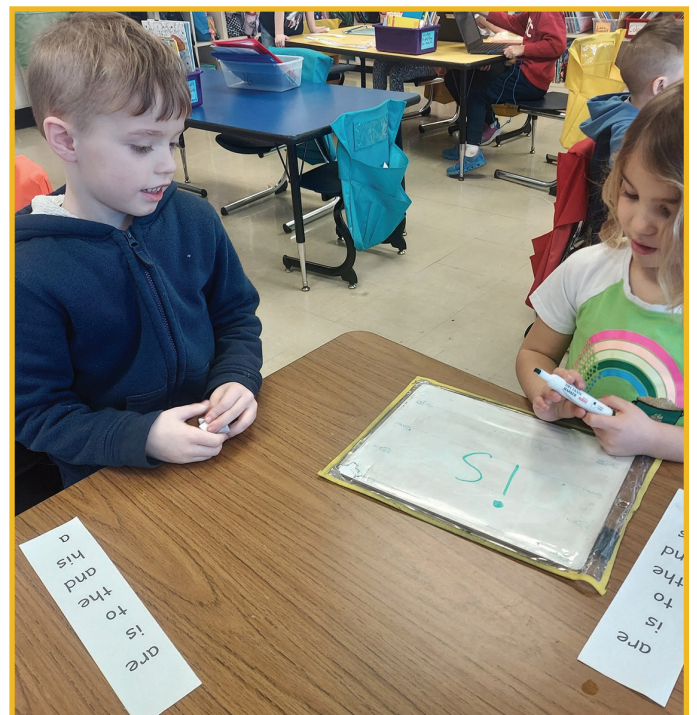
The Olmsted Falls Early Childhood Center has the unique opportunity to focus on our youngest learners, meeting them where they are, and growing them forward. Our early literacy program is ready-made and provides our teachers with the resources they need to design interesting and meaningful work for our students and provide them with a solid foundation in phonemic awareness and critical early literacy skills. Through student interest inventories and classroom small-group meetings, we get to know our students. This helps us when we meet collaboratively to plan and discuss ways to design lessons around student interests in all core academic areas. We also make great efforts to incorporate the world around our students in order to make the learning more meaningful and relevant.



Students learned about Germany during Holidays Around the World.

One thing we are very proud of is our *Holidays Around the World* design unit to teach students about winter holidays. Teachers collaborated on engaging activities designed around students' interests and how they learn best. Parents volunteered to assist us in these activities

and joined us for some of the lessons. We even had members of the central office come in to direct hallway traffic as we traveled from station to station!



Partners play a word game to practice sight words.

POSITIVE MENTAL ATTITUDES; FRIENDSHIPS AND STUDENT CONNECTIONS; RESPECT FOR SELF AND OTHERS

Families of our youngest learners consistently tell us that safety and well-being are top priorities. At the ECC, we begin building friendships and connections from the very first days of school. During the opening weeks, students learn the names of their classmates and staff members and begin establishing classroom routines.



Preschoolers work together to share and sort the bears by size.

Daily Morning Meeting (Circle Time) is often student-led. The Student of the Day asks a question for classmates to answer, helping everyone get to know one another and build confidence in speaking.

Our school counselor, Andrea Hays, provides monthly lessons for kindergarten students to strengthen their social-emotional skills. She leads Kinder Council, our student advisory group, which spearheads monthly service projects and important classroom discussions. Mrs. Hays also facilitates small-group and one-on-one sessions with students on topics such as building friendships, adjusting to family changes, managing anxiety, and more.

INCREASING STAKEHOLDER UNDERSTANDING

From families' earliest interactions with the ECC, we focus on building strong stakeholder understanding. Preschool families meet staff through Peer Model Screenings or Play-Based Assessments, while kindergarten families connect with staff at Kindergarten Information Night, Kindergarten Screenings, and Kindergarten Orientation.

Throughout the year, families receive a weekly newsletter, The Itty Bitty Bulldog Broadcast, from Principal Jackson. Classroom teachers communicate regularly through the Seesaw app.



The students learned about a Growth Mindset from Mrs. Hays.

We also host multiple Family Nights, including Literacy Night and Math Night. Principal Jackson and staff members attend monthly PTA meetings to provide updates on our progress in the areas families have identified as most important. We believe communication is key, and ensuring our stakeholders understand what is happening in our school is essential to building strong partnerships.

To learn more about the Benefits-Based Accountability work at the Olmsted Falls Early Childhood Center, contact Ms. Jennifer Jackson, Building Principal, jjackson@ofcs.net, 440-427-6360, or scan the QR code.



SCAN TO LEARN MORE

Olmsted Falls City Schools **FALLS-LENOX PRIMARY SCHOOL**

We will be a school where the primary stakeholders understand what we're working on, if we're making progress, and how that progress is going. Here are the benefits we are focusing on this school year.

**STUDENT
LEARNING:**
ALIGNED TO NEED

**STUDENT
READINESS:**
OWN THE WORK

**ENGAGED, WELL
ROUNDED STUDENTS:**
RELEVANT, INTERESTING,
MEANINGFUL WORK

**SAFETY &
WELL-BEING:**
RESPECT FOR SELF
AND OTHERS

**COMMUNITY
CONNECTIONS:**
PARENTS AS PARTNERS

**EFFECTIVE
SYSTEMS:**
INCREASE
STAKEHOLDER
UNDERSTANDING

Falls-Lenox Primary School serves children in Grades 1, 2, and 3. Over the past several years, we have gathered feedback from families and students about their hopes and dreams for their children. Responses consistently included: enjoying school and learning; growing academically, socially, and emotionally; gaining confidence; being respectful and kind; building friendships; expressing creativity; and discovering passions through curiosity. Read on to learn more about how we are meeting the needs of our students and their families.

ALIGNED TO NEED; STUDENTS DO RELEVANT, INTERESTING, MEANINGFUL WORK; INTEREST FOCUSED; AND STUDENTS OWN THE WORK

At Falls-Lenox Primary, teachers collaborate to design engaging learning experiences rooted in students' interests, values, motivations, and academic needs. We strategically analyze academic data alongside student feedback to ensure instruction is both personalized and purposeful.

As teachers design instruction, they intentionally create work that encourages student commitment and ownership, leading to increased effort and higher-quality outcomes. Professional development days throughout the school year provide dedicated time for collaboration, reflection, and refinement of engaging instructional practices.



First-graders became producers and consumers by creating pop-up shops and selling handmade products to classmates.

This school year, we are hosting three building-wide Discovery Days: Curiosity Camp, Winter Wonderland, and Deep Dive into Curiosity. During these Discovery Days, students research self-selected questions of interest and choose meaningful ways to communicate their findings to an audience.

RESPECT FOR SELF AND OTHERS

We recognize that in order for students to do their best academically, they must feel their best—welcomed, safe, heard, and valued.

In addition to academic learning, we emphasize kindness, respect, responsibility, and safety through our PBIS (Positive Behavioral Interventions and Supports) framework. Students are also taught strategies to regulate emotions and solve problems, both in classroom settings and small-group instruction.

Students build strong relationships and meaningful connections within our school community through

classroom and school-wide initiatives such as morning meetings, monthly school counseling lessons, “Word of the Month” lessons, social skills groups, “Pawsitive Peer” Student Voice Groups and the “Bulldog Buddies” Program.



Students created and presented posters identifying the characteristics of a suburban community, how humans modify environments, and the types of work people do within different communities.

PARENTS AS PARTNERS

As a result of our work with Benefits-Based Accountability, we have expanded opportunities for meaningful, high-impact family engagement. In addition to building-wide

events such as Family Wellness Night and Literacy Night, teachers design family engagement events that directly connect to student learning, development, and wellness. These events provide families with practical strategies and resources to support their child's success in school and beyond.

Based on 2025–2026 survey results, 100% of parents who provided feedback on family engagement events indicated that the programs were relevant, meaningful, and that they would attend similar events in the future.



First graders participated in a Math Showcase where they taught and played a variety of math games to practice their math skills with their parents/caregivers.



Third graders nominated for the Bulldog Best Award for demonstrating kindness, respect, responsibility, and safety earned a book from our book vending machine.

Our goal is to continue strengthening partnerships with families to ensure the best possible educational experience and outcomes for every child.

Is it working? Here's a quote from one of our parents—"It was a great experience to see first-hand how teachers teach and students learn, along with the methods used in the classroom. I will definitely use what I learned from the activities to help reinforce and teach concepts at home."

To learn more about the Benefits-Based Accountability work at Falls-Lenox Primary School, contact Ms. Lisa Williams, Building Principal, lwilliams@ofcs.net, 440-427-6400, or scan the QR code.



SCAN TO LEARN MORE

Olmsted Falls City Schools OLMSTED FALLS INTERMEDIATE SCHOOL

We will be a school where the primary stakeholders understand what we're working on, if we're making progress, and how that progress is going. Here are the benefits we are focusing on this school year.

**SAFETY AND
WELL-BEING:**
SOCIAL AND
EMOTIONAL HEALTH

**ENGAGED, WELL-
ROUNDED STUDENTS:**
STUDENTS DO RELEVANT,
INTERESTING, MEANINGFUL
WORK

STUDENT LEARNING:
GET THE BASICS

STUDENT READINESS:
READINESS FOR THE FUTURE

EFFECTIVE SYSTEMS:
INCREASE STAKEHOLDER
UNDERSTANDING

Olmsted Falls Intermediate School (OFIS) serves students in Grades 4 and 5. OFIS has a unique position in our school district as the “bridge” between primary school and middle school. Students begin to transition from having one classroom teacher in primary school who teaches all subjects to having multiple teachers who focus on math, language arts, science, and social studies. Students are given more independence and earn letter grades for the first time. Students not only face new academic challenges, but social/emotional changes as well.

This school environment is also new for parents and caregivers, so it is important to us to know if we are meeting the needs and expectations of our families. We value our stakeholder feedback and use it to determine our areas of focus and improvement. This year, our stakeholder feedback identified student well-being, engagement, readiness for the future, and an area in student learning that is called Get the Basics.

SOCIAL AND EMOTIONAL HEALTH

For the past several years, OFIS has been focused on creating a building where all students feel seen, heard, and valued. We often assume kids will just “figure out” how to make friends. But for many, social situations cause anxiety, and they need additional support to make connections with peers and adults. We treat social confidence like math or reading—it's a skill that can be practiced.

We created the Bulldog Belonging Program to support students with friendships and connections. Through small groups organized by grade and gender, students feel safe to find their voice. The ultimate goal is for students to be fully engaged in their learning community throughout the day and beyond.



OFIS is a place where all students are seen, heard, and valued.

We used to think that if a student got good grades, they would eventually feel happy and connected. We now know it works the other way around. Connection is the foundation for grades. When a student feels like they belong, attendance goes up because they actually want to be there. Behavior improves because they feel respected and calm. Grades follow as their brain is free to focus on learning.

To make sure this works, we don't just “hope” kids feel better. We survey students to find out if they have a friend at school. We monitor attendance to see if they are missing

fewer days. We observe behavior and note decreases in discipline referrals.

The end goal is for every student to be able to say two things:

1. "I have a friend here."
2. "There is an adult here who cares about me."

Scan the QR code below to learn more about the Bulldog Belonging Program!



Fifth-graders explored ecosystems by building and observing their own ecocolumns. Each ecocolumn includes self-sustaining land and water habitats with live plants, crickets, isopods, snails, and fish.

STUDENTS DO RELEVANT, INTERESTING, MEANINGFUL WORK

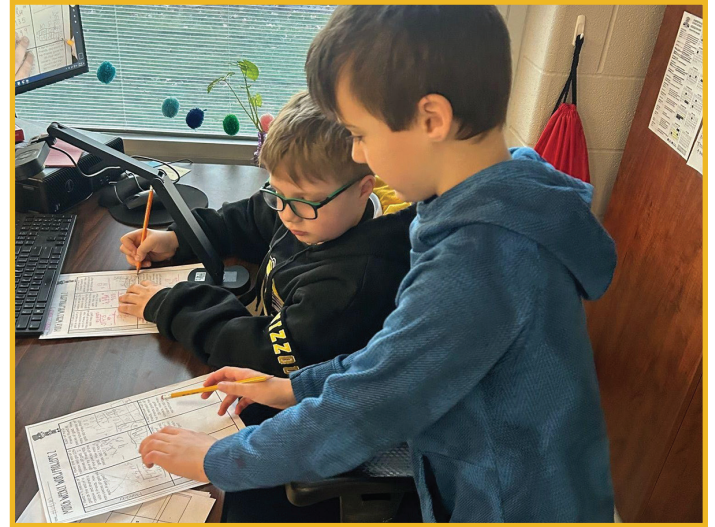
In order to provide students with relevant, interesting, and meaningful work, we find out what motivates students, teachers intentionally build relationships, and regularly gather student voice. As part of our Student Engagement Plan centered on Commitment, Attention, Meaning, and Persistence (C.A.M.P.), teachers ask reflection questions such as: Which class activities make you want to try your best, and why? What part of this lesson felt most meaningful?

Teachers have also built in a feedback loop at the end of lessons and units of study that provides time for our students to provide their teacher with direct feedback. We ask questions like: What did you like best? What didn't you like? What do you think should be changed?

GET THE BASICS

An important part of future success is for students to master basic skills in writing and math. We see these as core academic skills that will support students in the year ahead. We had a

building learning goal to really hone in on these skills. Throughout the year, students were observed demonstrating the ability to write a quality paragraph and demonstrating accuracy with their math facts. We monitored their progress throughout the year and designed our work around their needs.



Students work together to solve weekly word problems in math class.

READINESS FOR THE FUTURE

We help students become ready for the future by providing opportunities for them to explore their interests through classroom discussions, interest surveys, career awareness activities, and conversations with counselors and teachers. These experiences help students begin connecting their strengths and favorite subjects to possible future pathways.



During Right To Read Week, Dustin Brady highlighted the importance of self-discipline in his journey to become an author. His message inspired students to pursue their passions and discover the power of reading and creativity.

To learn more about the Benefits-Based Accountability work at Olmsted Falls Intermediate School, contact Mr. Don Svec, Building Principal, dsvec@ofcs.net, 440-427-6500, or scan the QR code.



SCAN TO LEARN MORE

Olmsted Falls City Schools

OLMSTED FALLS

MIDDLE SCHOOL

We will be a school where the primary stakeholders understand what we're working on, if we're making progress, and how that progress is going. Here are the benefits we are focusing on this school year.

ENGAGED, WELL-ROUNDED STUDENTS:

STUDENTS DO RELEVANT, INTERESTING, MEANINGFUL WORK; INTEREST FOCUSED; STUDENTS HAVE A VOICE

STUDENT READINESS: LEARN TO THINK/PLAN AHEAD

EFFECTIVE SYSTEMS: INCREASE STAKEHOLDER UNDERSTANDING

Olmsted Falls Middle School serves students in Grades 6, 7, and 8. Middle school is a unique time for students. They continue to grow in their independence, coursework becomes more challenging, and relationships with peers begin to shift. Relationships between parents and children change too, as middle schoolers may begin to communicate differently about school with their parents and caregivers. When our Benefits-Based Accountability journey began at Olmsted Falls Middle School, we knew we needed to start with our students.

STUDENTS HAVE A VOICE

Research has always pointed us to the power of listening to student voice and we've discovered that when given the platform to share their opinions, middle schoolers generously oblige. Our District Leadership Team members met with student focus groups across grade levels to discover what students truly wanted to see happen at OFMS. We've made considerable changes to our dress code, have installed microwaves in the cafeteria, have allowed students to chew gum throughout the day, have changed many of our water fountains to bottle filling stations, and have modified our cafeteria menus.

Opening this dialogue with our students led to profound culture changes at the middle school, allowing students to take ownership of their own school experience. From these focus groups, our vision for Exploration Day emerged in the 2023-2024 school year, encouraging both students and teachers to engage in learning experiences outside of the typical classroom day, including floral design, pickleball, budgeting, and over 30 more offerings.



Students enjoy learning new things during one of the many activities offered during Exploration Day.

LEARN TO THINK/PLAN AHEAD

Through collaborative feedback, one of the benefits that we are focusing on is learning to think/plan ahead. It is important that students are able to make connections between the content that they are learning and the future that is ahead of them. Through intentional lesson design, our staff has created the restaurant project which encourages our sixth graders to be entrepreneurs in a capitalist economy. In science, our students learn about cell functions and create a healthy daily diet for themselves. In eighth grade social studies, our students learn about the Bill of Rights and its impact on them, along with landmark U.S. Supreme Court cases on student freedoms and school policies.

Through our seventh grade Life Skills course, students complete interest inventories, choose a career that

matches their interests and strengths, research the career and complete a “career banner” to display in class. In eighth grade, the curriculum takes students through how to find and get their first job: filling out a job application, first interview, paychecks (paystub deductions, gross and net pay), credit card vs. debit cards, and the cost of living. The lessons culminate with students playing the game of “Payday” which simulates working, earning a paycheck, paying bills, and purchasing products. Exploration Day continues to be a tradition at OFMS, encompassing an even wider variety of interests, all of which stem from listening to the voices of our students.

code will take you there!). We have been working diligently to collaboratively design student work so that it is relevant, interesting, and meaningful (another benefit!).

As we design engaging experiences for our students, we are tasked with finding ways to encourage them to commit their time, attention, motivation, and persistence to what we do academically every day. Our staff has designed methods of assessing student engagement in the classroom and will use that data this spring to inform our instruction.



Using teamwork, imagination, and gummy bears, sixth graders demonstrated their understanding of different types of government. From organizing candy “citizens” to designing mini model societies, they collaborated to bring these concepts to life in a fun and memorable way!



Students are encouraged to think about future career opportunities by taking interest inventories and researching career options.

This work is so relevant and important to our students and staff that we have dedicated our professional development days throughout this year to gathering student voice and designing work to which students will be willing to commit their time and attention.

Our student focus groups led us to expand to our other stakeholder groups, conducting similar conversations with our Building Leadership Team and our Middle School PTA. Together, we identified the benefits most crucial to our students and our building. While each benefit is unique and has been addressed through a multifaceted approach, we have held strongly to the premise that student voice is the foundation of our work. Scan the QR code below to hear our students say it best!

STUDENTS DO RELEVANT, INTERESTING, MEANINGFUL WORK

So where do we go next? It sounds counterintuitive, but we continue to take this work into our classrooms. We mapped out the professional learning that happens during our teacher in-service days when students are at home (the QR



Things got spooky in science class as students watched and learned during an engaging dry ice demo on Halloween.

To learn more about the Benefits-Based Accountability work at Olmsted Falls Middle School, contact Mr. Mike Sislowski, Building Principal, msislowski@ofcs.net, 440-427-6200, or scan the QR code.



SCAN TO LEARN MORE

Olmsted Falls City Schools

OLMSTED FALLS

HIGH SCHOOL

We will be a school where the primary stakeholders understand what we're working on, if we're making progress, and how that progress is going. Here are the benefits we are focusing on this school year.

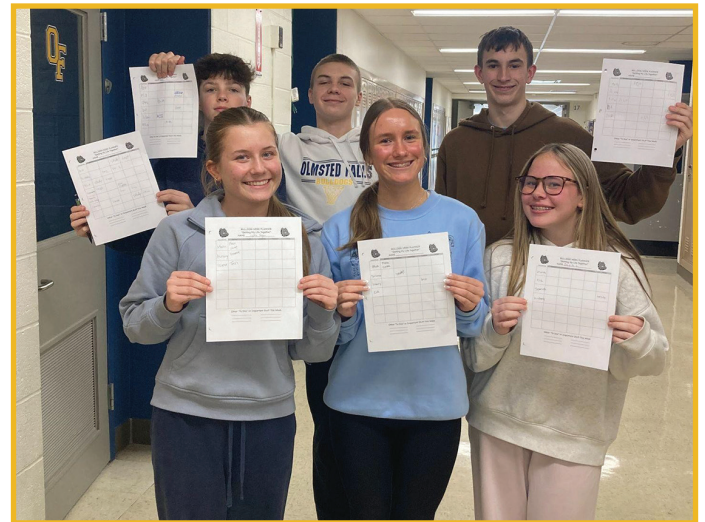
**STUDENT
LEARNING:**
GET THE BASICS

**SAFETY &
WELL-BEING:**
PRACTICE EMPATHY

**STUDENT
READINESS:**
READINESS FOR THE FUTURE

**EFFECTIVE
SYSTEMS:**
INCREASE STAKEHOLDER
UNDERSTANDING

As the final stop on a student's journey through Olmsted Falls City Schools, Olmsted Falls High School is tasked with preparing students in grades 9-12 for what comes next. Opportunities for experiences in Academics, Arts, and Athletics encourage students to find their passions and plan for the future. Through collaborative efforts and stakeholder engagement, we chose to focus our efforts on four benefits- Get the Basics; Practicing Empathy; Readiness for the Future; and Increase Stakeholder Understanding.



Students use weekly agendas to practice the important life skill of time management.

GET THE BASICS

Our goal with Get the Basics is to ensure that students recognize when they lack a skill or background knowledge and receive targeted support to close those gaps. By doing so, every learner can confidently access, engage in, and succeed in their academic work.

Through student feedback, we learned that the majority of students find it helpful when teachers explicitly teach study and organizational skills. In response, we have implemented several strategies to strengthen these foundational skills.

To support a focused learning environment that emphasizes good citizenship and responsibility, we are reinforcing existing policies related to cell phone use and tardiness. These expectations help students develop essential soft skills needed for success beyond high school.

Additionally, we are intentionally teaching executive functioning skills—such as time management, personal organization, and self-advocacy—during classroom lessons and in preparation for exams.

PRACTICING EMPATHY

Another identified area for growth is Practicing Empathy. For us, this means cultivating a school environment where students and staff build a strong sense of belonging, respect diverse perspectives, and model responsible citizenship.

While the general atmosphere on campus is one of respect, based on our recent survey, there is a recognized opportunity to further strengthen the standards of kindness and peer-to-peer conduct. Elevating these social-emotional outcomes continues to be a focal point for our school improvement efforts.

To strengthen this work, we are:

- Highlighting the contributions of people from diverse backgrounds
- Recognizing religious observances while educating students and staff
- Focusing on monthly themes centered on healthy relationships, citizenship, and gratitude

We have also launched a peer mentoring program that fosters a sense of belonging by pairing underclass students with upperclass mentors who model positive citizenship and leadership.



Helping Hands and Art Honors Society students work with students with special needs on a variety of arts and crafts during You Do You Day.

READINESS FOR THE FUTURE

The final area of emphasis is Readiness for the Future, which focuses on expanding opportunities for students to explore and prepare for their postsecondary pathways.

This goal centers on preparing students for future milestones by fostering a future-oriented mindset and helping them connect their past, present, and future learning experiences.

Practical applications of this work include:

- Utilizing Ohio Means Jobs to document work-skill evidence
- Hosting the Humanities Career Fair
- Inviting alumni to share their post-OFHS experiences

Students also participate in Professional Learning Communities (PLCs) throughout the school year. During these sessions, they engage in interest inventories, career exploration, college/career/military pathway planning, and résumé development to help them actively plan for their futures.

STAKEHOLDER UNDERSTANDING

In order to truly be accountable, we need all stakeholders to have a voice and understand our vision and the work being done to reach our mutual goals. At our recent professional development days, teachers and staff discussed what “practicing empathy” and “getting the basics” looks like at OFHS. This includes productive strategies and constructive behaviors that we currently see and hope to develop with our students. We look forward to continue gathering feedback, sharing ideas, and working together for the betterment of our students and community.



OFHS hosted an alumni panel to share their experiences after high school and offer advice. Many of our graduates shared stories of discovering new pathways post-graduation.



The English and History Honor Societies paired up for an Arts & Humanities Career Fair with representatives from local community colleges and professionals such as a museum curator, trade magazine writer, interior designer, urban planner, lawyer, and State Representative. Interacting with professionals in this way provides a great opportunity for students to practice communication skills and explore interests.

To learn more about the Benefits-Based Accountability work at Olmsted Falls High School, contact Mr. Leo Spagnola, Building Principal, lspagnola@ofcs.net, 440-427-6100, or scan the QR code.



SCAN TO LEARN MORE

EPILOGUE

By Jim Lloyd, Ed.D., Superintendent

Like Horace Mann—often considered the founder of public education—we believe education should be universal and serve as a civic institution to be cherished and nurtured, not a product to be consumed. Public education remains a cornerstone of our democracy, and at Olmsted Falls City Schools, every child is welcomed. Inclusivity is one of our greatest strengths.

While performance on state assessments matters, it is only one measure of success. Our Benefits-Based Accountability system allows us to share a broader picture of how students grow and develop as learners and citizens. This system was shaped by the voices of our families and community members who helped define what matters most.

Families continue to choose the Olmsted community for many reasons, and the strength of our public schools remains one of them. We regularly listen to feedback from students and graduates to better understand what works and where we can improve. Their insights continue to shape our work.

Thank you for taking the time to review this special edition of Our School Report and for supporting the efforts of our students and staff. While community surveys indicate strong levels of trust in our schools, we remain committed to earning that trust every day as we work to inspire and empower students to make meaningful contributions to the world.

If you have questions, please feel free to contact me or one of our building administrators or teachers.

THANKS FOR BEING OUR COLLABORATIVE PARTNER.

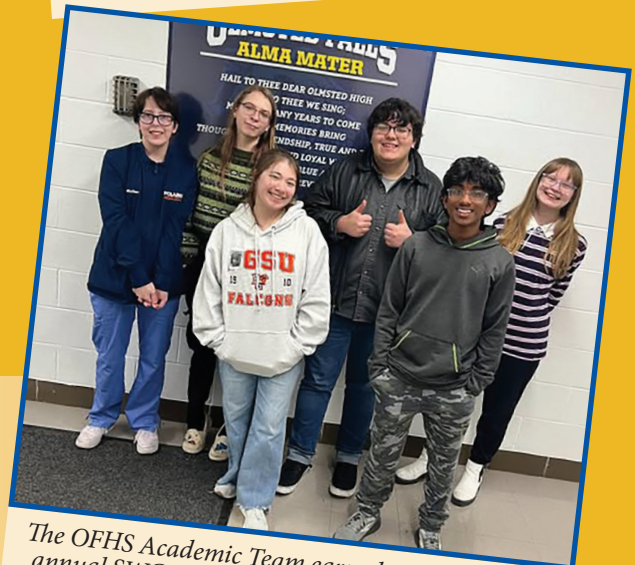
Creating a benefits-based accountability system is no small task. John Tanner, founder of Brave-Ed, has been the district's thought partner throughout. If you want more information about the theory behind this, please visit <https://www.brave-ed.com/accountability>.



The OFMS Bulldog Theatre Company traveled to Falls-Lenox during Right to Read Week to present performances based on their favorite picture books.



Students “fish” for beginning and ending sounds during Right to Read Week at the ECC.



The OFHS Academic Team earned 2nd place at the annual SWC Tournament with an impressive 6-1 record, securing their spot at Regionals this April.

Olmsted Falls City Schools BENEFITS-BASED ACCOUNTABILITY

Our Trust-Building, Truth-Telling Machine

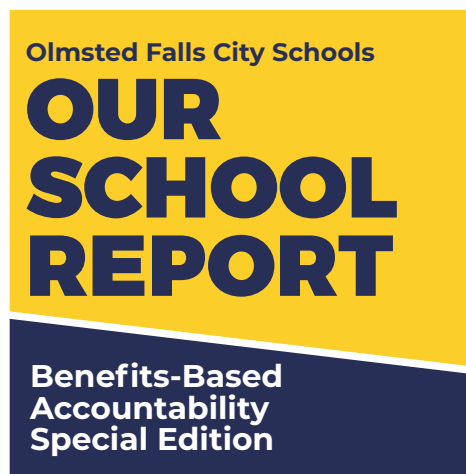
Students are more than simple test scores. Our accountability system works with stakeholders to celebrate successes and identify areas where we need to grow. This graphic shows our Bulldog Benefits.



We INSPIRE and EMPOWER all students to achieve their full potential and become meaningful contributors to a global society.
Want to learn more? Scan the code or visit our website ofcs.net

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FEEDBACK FOR OUR FUTURE

Now that you've learned more about our Benefits-Based Accountability system, we'd love to know what you think! Olmsted Falls City Schools invites our greater school community to share feedback with us. Please scan the QR code to let us know how we're doing in the areas of Student Readiness, Student Learning, Community Connections, Engaged & Well-Rounded Students, Student Safety & Well-Being, Effective Systems, and Effective Adults — all key components of our Benefits-Based Accountability System. We hope you'll take a few minutes to share your thoughts and help us continue to grow and improve.



After learning about how animals in the arctic stay warm, Kindergartners at the ECC did a blubber glove experiment to learn how blubber helps animals stay warm.

