

UPPER ARLINGTON SCHOOLS

SERVE, LEAD, SUCCEED



CHALLENGE AND SUPPORT
EVERY STUDENT, EVERY STEP OF THE WAY



Quality Profile

2015-2016

www.uaschools.org
1950 North Mallway Drive
Upper Arlington, Ohio 43221
(614) 487-5000



We are now in the second full year of our strategic plan, and we are making great progress toward the goals that will have a positive impact on all of our students.

We began our new hybrid approach to strategic planning in the spring of 2014. The plan is focused on what matters most and has just five measurable, results-oriented goals. But despite this business-like approach,

we felt it was important to retain the widespread participation of a classic public-sector plan. Throughout the process there were multiple opportunities for community members to participate and provide input and feedback. During the process, we had more than 4,000 points of contact in all, and the public participation proved invaluable to the final product.

The document you are reading now is the Quality Profile, an accountability report designed to give our community a transparent view of our district's strengths and areas of need. It directly aligns with the five goals in our strategic plan — performance, personalization, accountability, efficiency and ownership. We believe it is critically important to provide our community with tools to measure our progress toward fulfilling these important goals.

Our vision is to prepare our students to serve, lead and succeed. We believe it is our duty as your school district to serve our students and the community, continue to be a national leader in education and have a relentless focus on success for our students.

If you have any questions about this document or our strategic plan, please feel free to contact me at (614) 487-5030 or superintendent@uaschools.org.

Sincerely,

Paul Imhoff
Superintendent, Upper Arlington Schools

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STAY CONNECTED

Upper Arlington Schools is a national leader in education due, in large part, to an unprecedented level of partnership with its community. We invite all residents to stay connected with the schools and to feel welcome to reach out with any questions or ideas.

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2015-18 STRATEGIC PLAN: OUR ROADMAP FOR THE FUTURE

As Upper Arlington Schools approaches its second century, it's clear that the community feels strongly about providing children the highest quality education possible. It's also clear that swiftly changing economic, social and technological conditions are shaping the future for students. For Upper Arlington's schools to stay on the leading edge, we must have a keen focus on what matters most for students and the community. The 2015-2018 Strategic Plan provides that focus and new mission and vision statements to reflect the district's commitment.

THE GOALS

1. PERFORMANCE

All Upper Arlington students attain academic excellence.

2. PERSONALIZATION

All Upper Arlington students experience a personalized learning environment to support their success.

3. ACCOUNTABILITY

The Upper Arlington Quality Profile provides a transparent, sensible and reliable accountability framework.

4. EFFICIENCY

Upper Arlington Schools manages resources efficiently and effectively.

5. OWNERSHIP

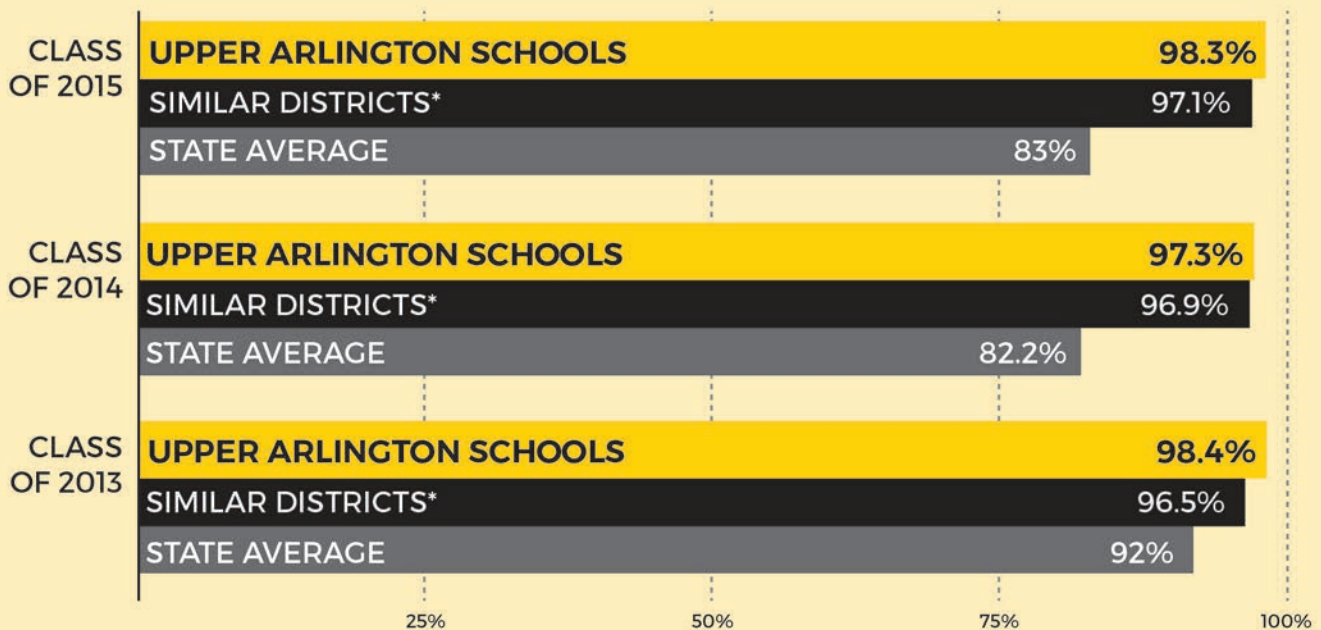
Upper Arlington Schools uses clear, honest, open and interactive communication to build ownership of the strategic plan.

LEARN MORE

To learn more about the strategic plan, please visit www.uaschools.org/strategicplan.



FOUR-YEAR GRADUATION RATE



* Similar districts are defined based on the Ohio Department of Education's similar districts tool and may vary from year to year. To access the similar districts tool, please visit http://webapp2.ode.state.oh.us/similar_districts.

BEHIND THE NUMBERS

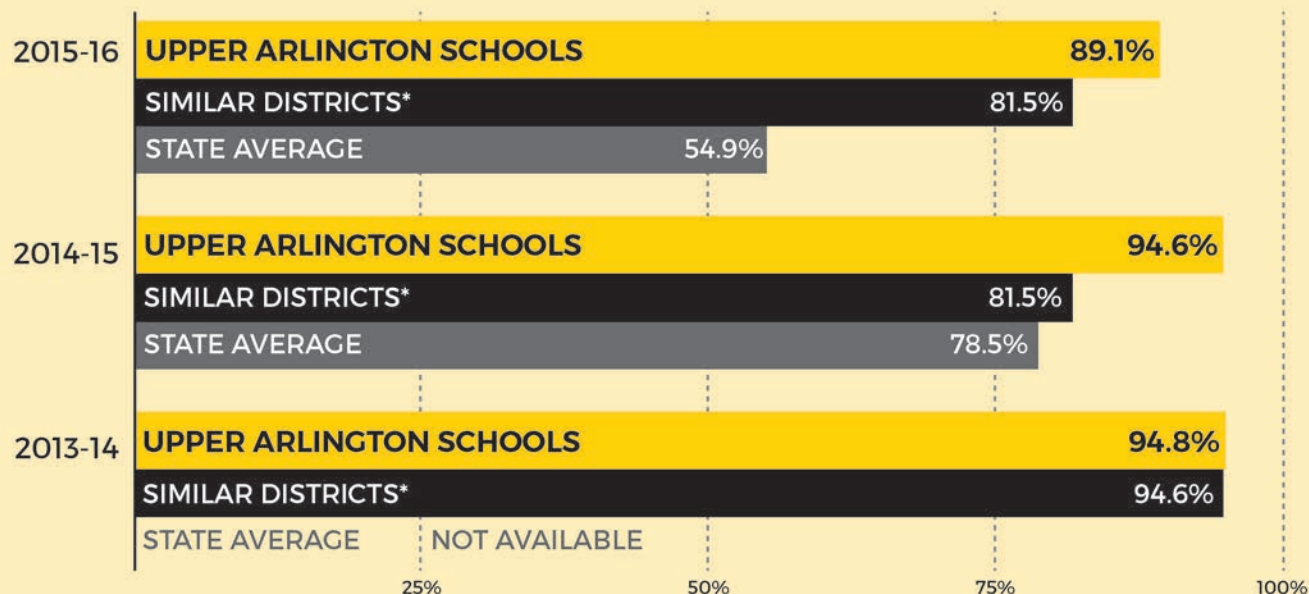
The most recent four-year graduation rate represents the percentage of students who entered ninth grade in the fall of 2011 and graduated by 2015. This figure is adjusted to include students who transferred into the Upper Arlington High School Class of 2015 after 2011 and those who transferred to another school prior to graduation in 2015. The Ohio Department of Education reports four-year graduation rates on a one-year lag to include summer graduates.

OUR GOAL

Although the current four-year graduation rate is commendable, Upper Arlington Schools continually strives to reach 100 percent. Our teachers, counselors and administrators work to build relationships with students and personalize their educational experiences to fit their needs as students and as young adults.



THIRD-GRADE STUDENTS SCORING PROFICIENT OR BETTER ON STATE READING TEST



* Similar districts are defined in Indicator 1.

BEHIND THE NUMBERS

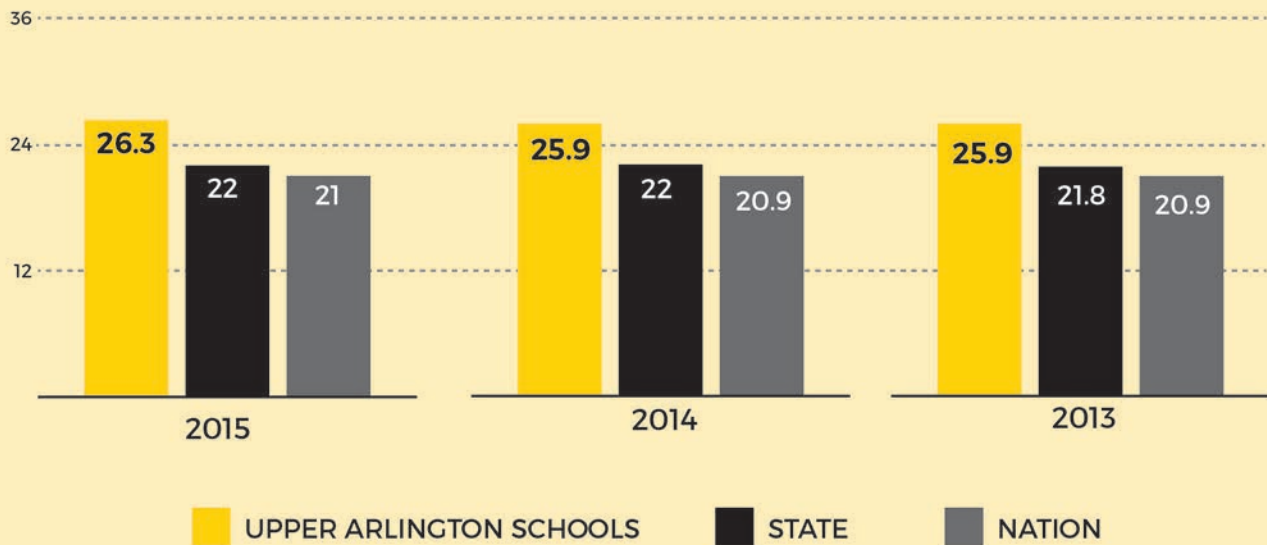
The scores above represent the number of Upper Arlington's third-graders who scored proficient or better on the state reading test during each of the past three school years. That test, the Ohio Achievement Assessment, is given in both the fall and the spring. The state's third-grade reading guarantee states that students who do not score proficient or better during either administration of the test are subject to retention in third grade unless they can demonstrate proficiency on another state-approved test or they have an Individualized Education Plan (IEP).

OUR GOAL

Upper Arlington Schools believes that early literacy skills are the foundation of a positive educational experience. Although the state's third-grade reading guarantee is important, we consider it to be the floor for our performance and are striving for well above that floor for every student. Our goal is to ensure that 100 percent of students are performing at or above the proficient level. Our schools are focused on continuously improving and personalizing literacy instruction for all students. Teachers will continue to use the STAR system, a nationally normed progress monitoring tool, to regularly track each student's proficiency in different areas of literacy, better enabling them to tailor their instruction to the needs of the student.



AVERAGE COMPOSITE ACT SCORE (out of 36)



BEHIND THE NUMBERS

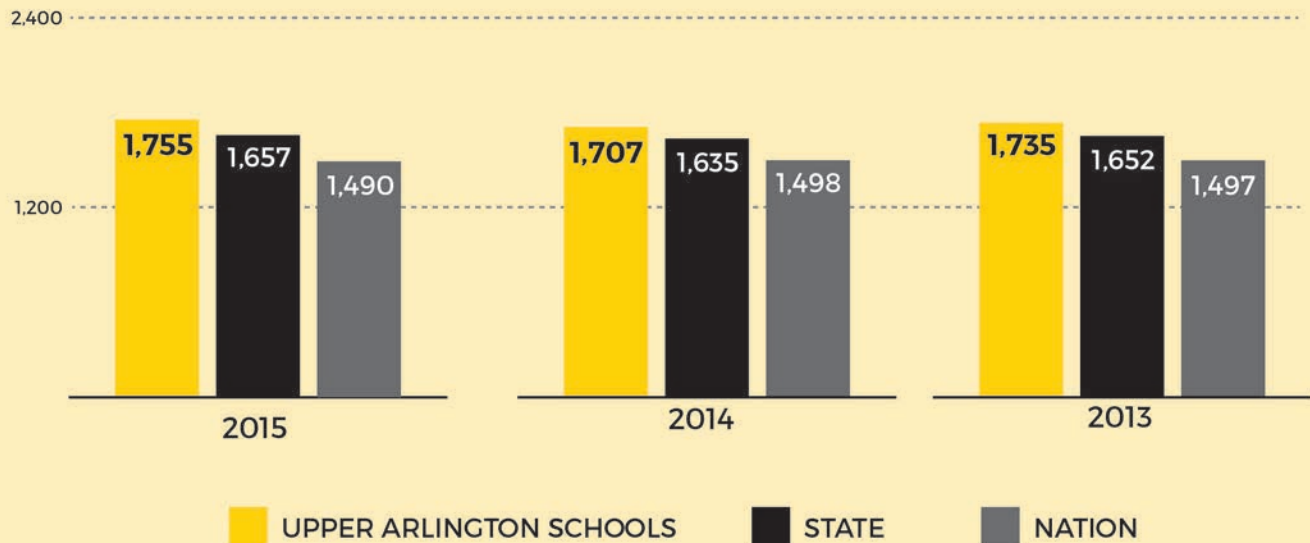
The ACT is a national college admissions examination that consists of subject-area tests in English, mathematics, reading and science. The composite score is the average of a student's scores on the four subject-area tests. The highest possible composite score is 36.

OUR GOAL

The average ACT composite score for Upper Arlington students far exceeds the state and national averages. Beginning in 2016-2017, all Upper Arlington High School juniors will take the ACT, and our goal is to continue seeing above-average scores as the testing pool increases.



AVERAGE SAT SCORE (out of 2,400)



BEHIND THE NUMBERS

The SAT is a national college admissions examination designed to measure how much students know, and how well they can apply their knowledge of reading, writing and math.

OUR GOAL

The average SAT score for Upper Arlington students far exceeds the state and national averages. Our goal is to continue to support students to achieve above-average scores on this important college entrance exam.



AP/IB ENROLLMENT AND TEST PASSAGE RATE

	2015-16	2014-15
AP ENROLLMENT	556	650
IB ENROLLMENT	454	457
TEST PASSAGE RATE	84.1%	83%

BEHIND THE NUMBERS

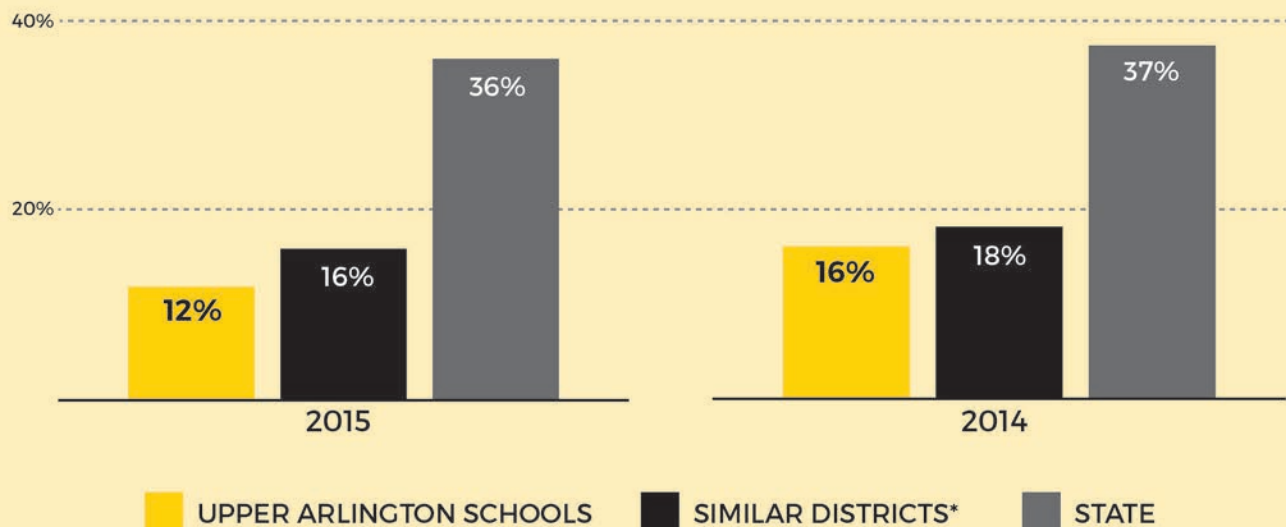
Advanced Placement and International Baccalaureate classes offer students the opportunity to experience college-level coursework during high school. Having AP or IB credit on a high school transcript demonstrates an academically rigorous high school experience to college admissions staff members. In addition, students have the opportunity to earn college credit by taking AP and IB exams at the end of these courses.

OUR GOAL

Upper Arlington Schools will continue to encourage students to experience college-level coursework during their high school years through AP and/or IB classes. We will also continue to offer College Credit Plus courses, which allow students to attend classes at the high school while earning credit that is guaranteed to transfer to any public college or university in Ohio.



GRADUATES ATTENDING AN IN-STATE COLLEGE WHO REQUIRE REMEDIAL COURSEWORK



* Similar districts are defined in Indicator 1.

BEHIND THE NUMBERS

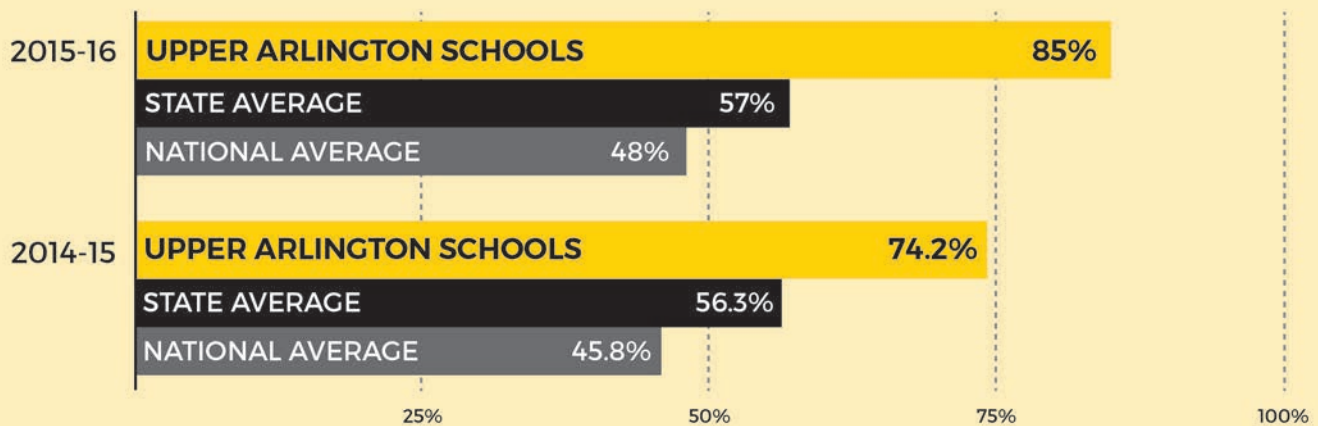
These college course remediation rates are prepared by the Ohio Board of Regents and represent the number of students in the Upper Arlington High School Classes of 2013 and 2014 who entered a public Ohio college or university and had to take a developmental math class or a developmental English class in their first year of college. Students who enroll in private or out-of-state colleges and universities are not represented in this data in their first year of college.

OUR GOAL

While Upper Arlington's in-state remediation rate is better than the state average and on par with or better than those of similar districts, our goal is to ensure that all students are prepared to enter on-level when they arrive at college. Upper Arlington students have long benefited from the high expectations of their teachers and the preparation provided by taking college-level Advanced Placement and International Baccalaureate classes. Students also have the option of taking College Credit Plus classes, an additional opportunity to experience college-level coursework in high school and help prepare them for success after graduation.



PSAT COLLEGE READINESS



BEHIND THE NUMBERS

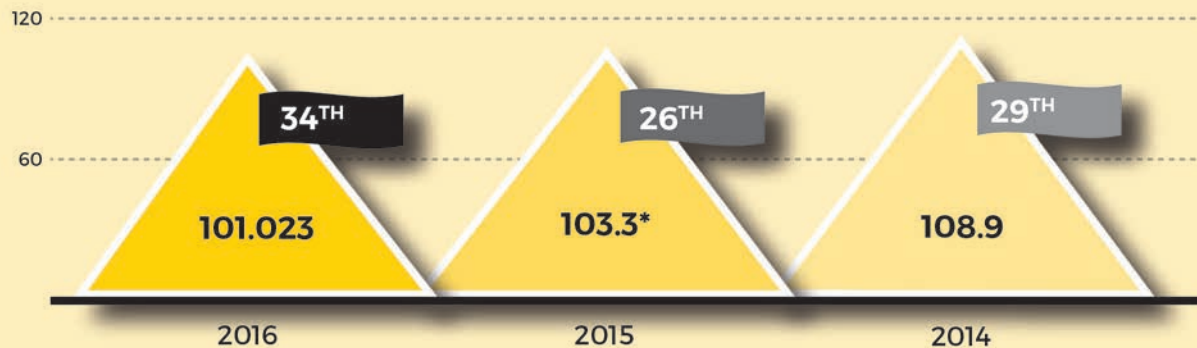
The Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready. During the 2015-2016 school year, Upper Arlington Schools provided the PSAT/NMSQT to approximately 400 high school juniors, and 85 percent reached those benchmarks.

OUR GOAL

Upper Arlington Schools will continue to provide the PSAT/NMSQT to all juniors as a way of gauging college and career readiness as well as entrance into the National Merit Scholarship program. Students will have the opportunity to review their scores with the college counselor to better understand the relationship to college and career readiness. Our goal is to have 80 percent of juniors reach these benchmarks, and we are pleased this goal was exceeded during the 2015-2016 school year.



DISTRICT PERFORMANCE INDEX AND CORRESPONDING STATE RANKING



BEHIND THE NUMBERS

The Performance Index (PI) measures the achievement of every student on state assessments, regardless of his or her level of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. The maximum PI is 120.


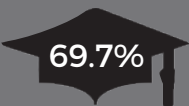

OUR GOAL

Upper Arlington Schools knows our students are more than a simple test score. Students have well-rounded experiences in our schools with an emphasis on the arts, wellness and core subject areas. Our district PI represents the fact that our well-rounded students are also prepared for state standardized tests, which do provide an important measure of some aspects of education. Looking ahead, UA Schools will strive to ensure its PI is among the top ten in the state.

* A new set of tests was introduced to students in both 2015 and 2016. In 2015 students took PARCC assessments in math and English language arts; AIR tests were used in science and social studies. In 2016 students took AIR tests in all four subject areas.



COLLEGE ENROLLMENT AND GRADUATION RATE

	ENROLLED IMMEDIATELY AFTER HIGH SCHOOL	ENROLLED WITHIN TWO YEARS OF HIGH SCHOOL
CLASS OF 2015	89%	89%
CLASS OF 2014	87%	92%
CLASS OF 2013	86%	91%
COLLEGE GRADUATION RATE		
 66.6% CLASS OF 2011	 69.7% CLASS OF 2010	 70.0% CLASS OF 2009

BEHIND THE NUMBERS

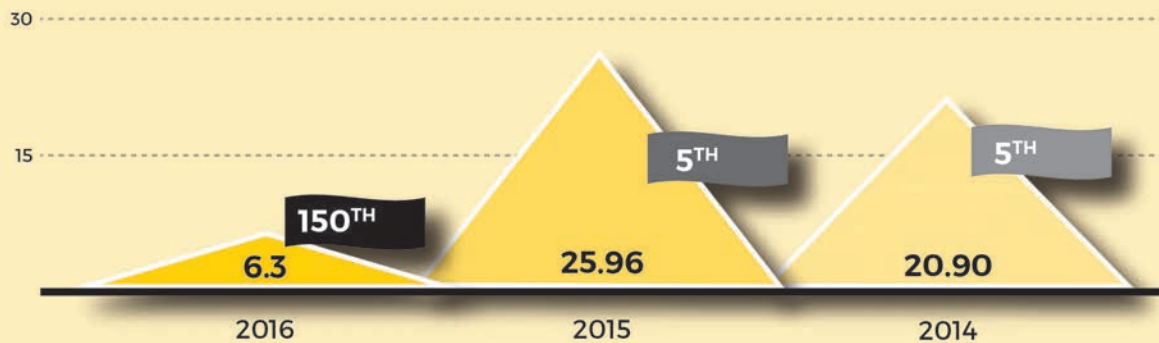
In order to truly understand how well an Upper Arlington education is serving students, we must follow how our students fare once they go on to college and career. The National Student Clearinghouse provides enrollment and graduation data for more than 3,600 colleges and universities across the nation. Clearinghouse participants represent 98 percent of all students in public and private U.S. institutions.

OUR GOAL

In the coming year, Upper Arlington Schools will continue to monitor data from the National Student Clearinghouse and consider implementing a regular alumni survey to gather additional data regarding student success after high school.



DISTRICT VALUE-ADDED RANKING



BEHIND THE NUMBERS

The value-added calculation uses student achievement data over time to measure the gains in learning students make. It provides a way to measure the effect a school or teacher has on student academic performance over the course of a school year or another period of time. A gain index of zero indicates students achieved one year of growth in a year's time. Anything above zero indicates students are making more than one year of progress in a year's time.

OUR GOAL

Our goal is to ensure our students are making one year's worth of growth in one year's time. The 2016 data shows we continue to exceed that goal, but at a reduced level from recent years. We will examine the data thoroughly to determine areas of strength, areas of challenge, and possible causal factors for both, enabling us to set goals for improvement and determine action plans to increase results in the future.



CO-CURRICULAR AND EXTRA-CURRICULAR OFFERINGS

84 CLUBS
& 32 VARSITY
SPORTS

UPPER ARLINGTON
HIGH SCHOOL

20 CLUBS
& 20 SPORTS

UPPER ARLINGTON
MIDDLE SCHOOLS

VARIOUS
OFFERINGS
INCLUDING
TEACHER-LED CLUBS,
PTO ENRICHMENT
PROGRAMS
AND TUTORING
OPPORTUNITIES

UPPER ARLINGTON
ELEMENTARY SCHOOLS

BEHIND THE NUMBERS

Upper Arlington Schools believes in providing a well-rounded education. Students thrive when they have opportunities to explore their interests and pursue their passions. (Similar district data not available.)

OUR GOAL

Upper Arlington Schools will remain focused on providing a wide array of learning opportunities for students both during the traditional school day and after. Our goal is to ensure all students have access to activities that capture their interests and engage them in learning. We are beginning to implement a system to identify students who have not found their special niche so that our staff may work with them and their families to find an activity that excites and engages the students.



DIGITAL CONVERSION PLAN IMPLEMENTATION



4,111
MACBOOK AIR
LAPTOPS

GRADES 4-12



448
IPAD PRO
TABLETS

GRADE 3



1,324
IPAD AIR
TABLETS

GRADES K-2

BEHIND THE NUMBERS

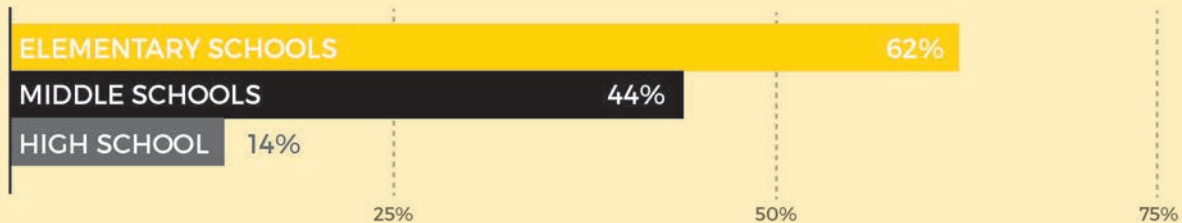
The personalization necessary to challenge and support every student, every step of the way demands that we are extremely thoughtful in how we organize learning and instructional time, talent and technology. During the 2015-2016 and 2016-2017 school years, we implemented a program that provides students with direct one-to-one access to a technological device that appropriately supports and maximizes their learning. We will enhance the personalization of learning through the smart use of these devices that connect the child and the teacher to the world and provide high-quality feedback at the student, teacher, school and district levels.

OUR GOAL

Now that we have realized the initial goal of reallocating resources to ensure every student experiences a personalized learning environment enhanced by technology, we must set our sights on ensuring the technology does indeed have a positive impact on learning outcomes for students. In the coming year, we will determine the best methods for measuring and reporting that impact.



TEACHERS' USE OF SERVICE LEARNING AS AN INSTRUCTIONAL STRATEGY



Tremont Elementary
Empty Bowls



Hastings / Jones Middle Schools
Hoops for a Cure



Greensview Elementary
Ronald McDonald House

BEHIND THE NUMBERS

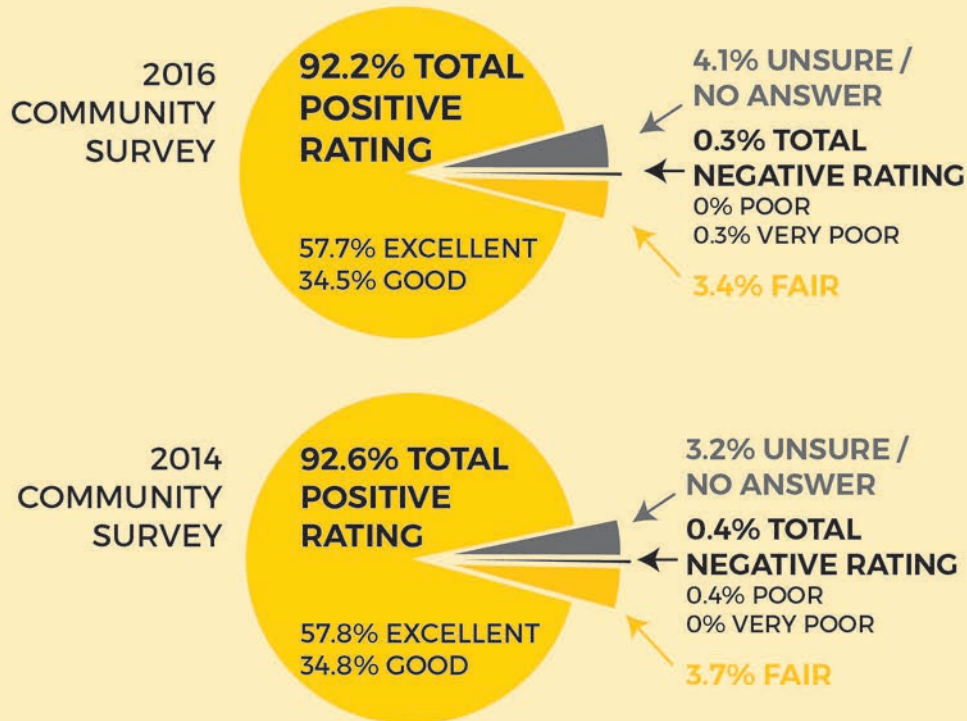
Upper Arlington Schools has a long history of focusing on the whole child. A commitment to service learning is a critical component of a well-rounded education. During the 2015-2016 school year, we implemented a new annual survey of teachers to explore how many were able to incorporate service learning techniques into their instruction.

OUR GOAL

We will continue to support service learning by providing professional development opportunities for teachers on service-learning techniques. We will also work to address the obstacles to implementing service learning techniques that were identified in the new staff survey.



HOW DOES THE COMMUNITY RATE THE QUALITY OF EDUCATION PROVIDED BY UA SCHOOLS?



Source: Fallon Research and Communications, Inc.

BEHIND THE NUMBERS

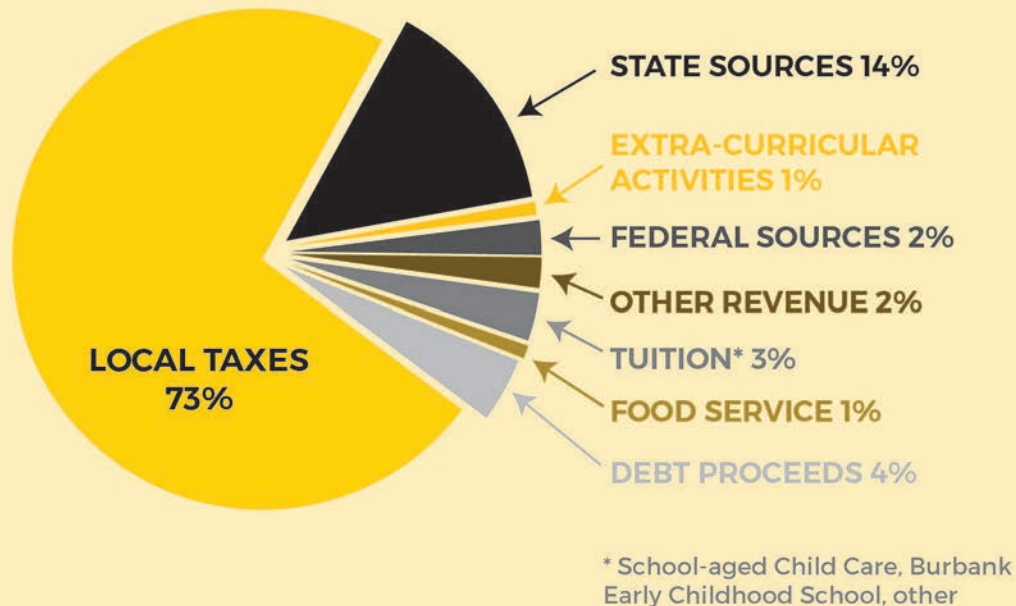
Upper Arlington Schools will not rest on its laurels. Our accountability comes down to how well we deliver on greater performance and personalization through prudent and productive expenditures of resources. We have established this Quality Profile document to provide a continual focus on the goals, achievement and performance of our district, and identify whether those measures meet or exceed the expectations of our students, parents, the community and state performance standards. One measure of the success of this communication will come through scientific survey data, such as the information above.

OUR GOAL

Our goal is to maintain a total positive rating of 90 percent or greater.



2015-2016 REVENUE SOURCES



BEHIND THE NUMBERS

This indicator is meant to measure the district's reliance on different funding sources, including efforts to attract non-local tax dollars.

OUR GOAL

While Upper Arlington Schools and most similar districts in Ohio are heavily reliant on local property tax income, we are committed to seeking alternative funding sources whenever possible. In the coming year, we will track funds and in-kind donations from sources such as the Upper Arlington Education Foundation, PTO and booster groups and outside grants.



2016 SCHOOL PROPERTY TAX

PER \$100,000 VALUATION FOR RESIDENTIAL PROPERTIES

NEW ALBANY	\$2,097.66
WESTERVILLE	\$2,076.78
DUBLIN	\$1,994.42
HILLIARD	\$1,971.52
WORTHINGTON	\$1,930.04
OLENTANGY	\$1,832.62
REYNOLDSBURG*	\$1,803.77
WHITEHALL	\$1,776.37
BEXLEY*	\$1,718.71
UPPER ARLINGTON	\$1,694.07
SOUTHWESTERN	\$1,637.13
PICKERINGTON*	\$1,617.32
GRANDVIEW HEIGHTS	\$1,605.83
COLUMBUS	\$1,559.44
GAHANNA	\$1,500.81

State credits, such as homestead and rollback, are not excluded.

* These districts also collect income tax that is not included in the above amounts.

BEHIND THE NUMBERS

The school residential property tax rate per \$100,000 of home valuation provides a clear way to compare what residents in different communities pay for their schools. This figure rises when communities approve school tax increases. The figure also decreases due to the effects of a state law known as House Bill 920, which caps the amount a school district can collect on any levy. As home values rise, the effective millage of the levy is rolled back to keep the total amount collected on the levy consistent.

OUR GOAL

Upper Arlington Schools appreciates the strong support from its community and is committed to maintaining a school tax rate that is competitive in comparison with other central Ohio school districts.



ANNUAL AMOUNT SPENT PER STUDENT

	FISCAL YEAR 2013	FISCAL YEAR 2014	FISCAL YEAR 2015
UPPER ARLINGTON SCHOOLS	\$14,880	\$14,413	\$15,099
SIMILAR DISTRICTS AVERAGE*	\$10,617	\$11,155	\$11,012
STATE AVERAGE	\$10,445	\$10,912	\$10,985

*Similar are districts defined in Indicator 1.

BEHIND THE NUMBERS

The Ohio Department of Education's expenditure per pupil calculation represents the total amount each district spends on administration, building operations, instruction, pupil support and staff support divided by the district's average daily membership. The similar district average is calculated by ODE using the data from the 20 districts it determines to be most similar to UA Schools each year.

OUR GOAL

Because Upper Arlington Schools has a long history of offering more programming than other Ohio school districts, its expenditure per pupil rate is, and likely will continue to be, higher than that of many other Ohio school districts. While the district intends to continue offering its students a wide array of academic, co-curricular and extra-curricular programming, it is also committed to operating in a lean and efficient manner, cutting costs as appropriate without creating a negative impact on students' educational experiences.



PROGRESS MADE TOWARD MEETING THE EFFICIENCY PROJECT COMMITMENT

EFFICIENCY PROJECT – JUNE 2016 UPDATE



REACHED 98% TOWARD GOAL OF \$4.5 MILLION IN SAVINGS

BEHIND THE NUMBERS

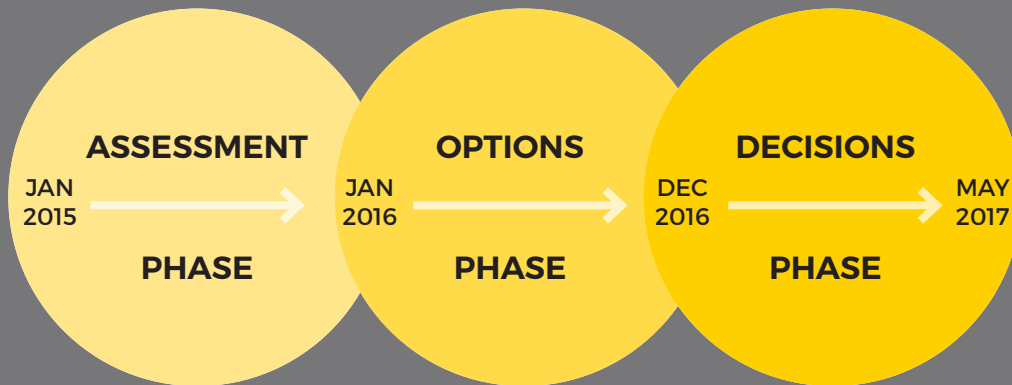
As part of the Efficiency Project, Upper Arlington Schools committed to improving the bottom line by \$4.5 million by the end of 2016-2017. These efficiencies will not impact students' educational experiences – the savings will be realized through the use of technology, creative thinking, partnerships and shared services.

OUR GOAL

In June of 2016, Upper Arlington Schools had nearly reached the efficiency savings commitment, and by the end of October 2016, the district had exceed that commitment. The district will continue to seek out efficiency measures and cost-avoidance opportunities whenever possible.



ENGAGING THE COMMUNITY IN FACILITIES MASTER PLANNING



BEHIND THE NUMBERS

Upper Arlington Schools is engaging the entire community and staff in a two-year master planning process for its facilities. The Productivity and Efficiency Work Team, a group of community members with business expertise who studied the district's finances and operations, recommended this process. They found the district's aging facilities to be a major threat to its finances and called a master planning process "essential to the long-term financial health of the district." More details about the master planning process can be found at www.uaschools.org/facilities.

OUR GOAL

Upper Arlington Schools is engaging the entire community and staff in a comprehensive process to examine the future costs of maintaining our aging buildings, develop a set of options in addition to the current path and select a longterm solution that efficiently uses facilities funds and ensures appropriate learning environments that will serve students well into the future. As of October 2016, there had been more than 5,300 points of contact with community members in the process, and the district will ensure that number grows to 7,500 or more.



COMING IN 2016-2017!

BEHIND THE NUMBERS

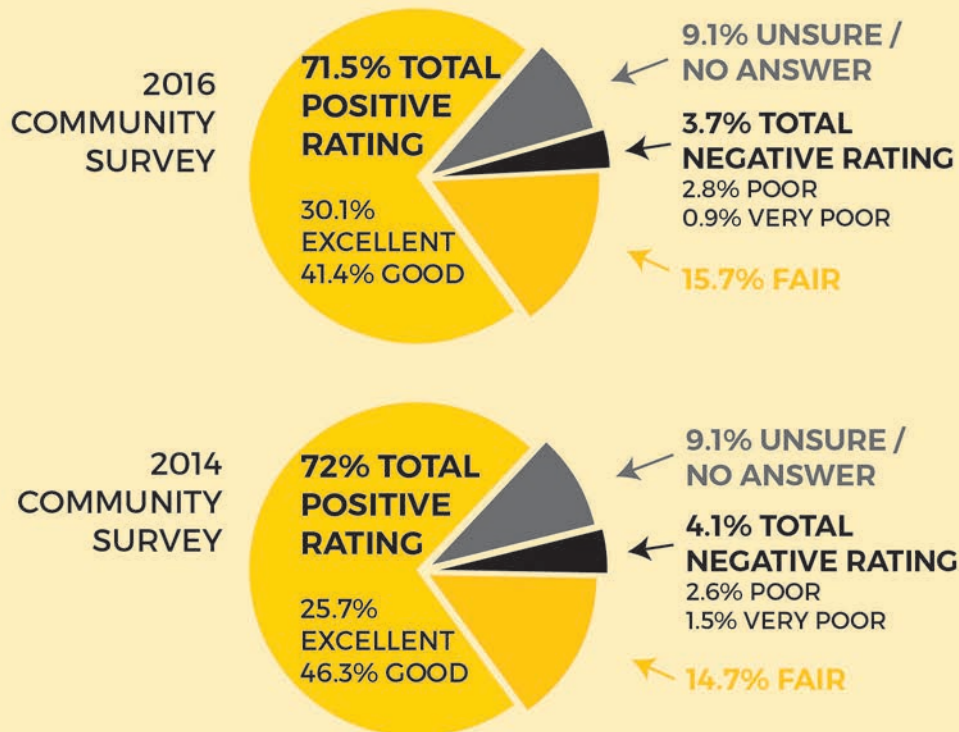
This measure is included to assess how well the district is engaging and managing one of its most important resources — its staff members. Research indicates that teachers and other school staff members who find meaning and satisfaction in their work provide a more successful academic experience for students.

OUR GOAL

During the 2016-2017 school year, the district will provide staff members the opportunity to participate in the Gallup Q12 survey, which measures employee engagement and helps identify areas of strength and need in an organization.



HOW DOES THE COMMUNITY RATE THE JOB UA SCHOOLS DOES COMMUNICATING WITH FAMILIES AND THE PUBLIC?



Source: Fallon Research and Communications, Inc.

BEHIND THE NUMBERS

While the planning process for the 2015-2018 Strategic Plan involved a large number of people in a variety of ways, all stakeholders need to have an understanding of the positive impact the plan will have on students and our community. We will actively strive to build awareness of the strategic plan and the work of our educators through communication. One measure of the success of this communication will come through scientific survey data, such as the information above.

OUR GOAL

Our goal is to achieve and maintain a total positive rating of 80 percent or higher.