



UPPER ARLINGTON SCHOOLS

**SERVE
LEAD
SUCCEED**



**CHALLENGE AND SUPPORT
EVERY STUDENT,
EVERY STEP OF THE WAY.**



Quality Profile 2014-2015

www.uaschools.org

1950 North Mallway Drive
Upper Arlington, Ohio 43221
(614) 487-5000



This is an exciting time for Upper Arlington Schools and the entire Upper Arlington community! Now that our innovative new strategic planning process is complete, we are diving head first into implementing 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 participation and providing input and feedback. In all, we had more than 4,000 points of contact during the process, and the public participation proved itself to be invaluable to the final product.

The document you are reading now is our new 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 feel 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 feel 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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2015-2018 Strategic Plan: Our Roadmap for the Future

As the 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 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

UPPER ARLINGTON SCHOOLS: 98.4%

SIMILAR DISTRICTS*: 96.5%

STATE AVERAGE: 92%

* Similar districts are defined as the following districts based upon the Ohio Department of Education's similar districts tool: Hudson City, Springboro Community City, New Albany-Plain Local, Mason City, Olentangy Local, Avon Lake City, Forest Hills Local, Chagrin Falls Exempted Village, Perrysburg Exempted Village, Loveland City, Avon Local, Revere Local, Centerville City, Granville Exempted Village and Bexley City.

Behind the numbers

The four-year graduation rate represents the percentage of students who entered ninth grade in 2010 and graduated by 2013. This figure is adjusted to include students who transferred into the Upper Arlington High School class of 2013 after 2010 and those who transferred to another school prior to graduation in 2013. The Ohio Department of Education reports four-year graduation rates on a one-year lag to include summer graduates.

Our goal

While the current four-year graduation rate is commendable, Upper Arlington Schools will continually strive 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.

Performance Indicator #2: Elementary Literacy



Third-grade students scoring proficient or better on state reading test

UPPER ARLINGTON SCHOOLS: 94.8%

100% of Upper Arlington students met the Third-Grade Reading Guarantee

SIMILAR DISTRICTS*: 94.6%

STATE AVERAGE: Not Available

*Similar districts defined in Indicator #1

Behind the numbers

The score above represents the number of Upper Arlington's third-grade students who scored proficient or better on the state reading test during the 2013-2014 school year. 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). **All Upper Arlington students met the standards of the third-grade reading guarantee during the 2013-2014 school year.**

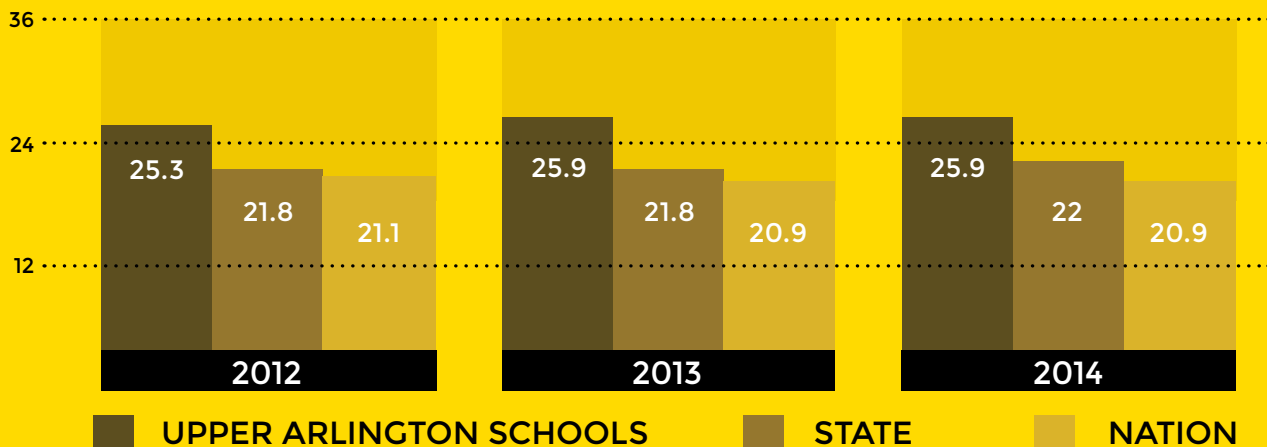
Our goal

Upper Arlington Schools believes that early literacy skills are the foundation of a positive educational experience. While the state's third-grade reading guarantee is important, we consider it to be the floor for our performance, and we are striving for well above that floor for every student. Therefore our goal is to continue to ensure 100 percent of students are performing above the proficient level. Our schools are focused on continuously improving and personalizing literacy instruction for all students. During the 2014-2015 school year, teachers began using the STAR system, a nationally normed progress monitoring tool, to regularly track individual students' proficiency in different areas of literacy, better enabling the teachers to tailor their instruction to the needs of the student.

Performance Indicator #3: ACT Scores



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.

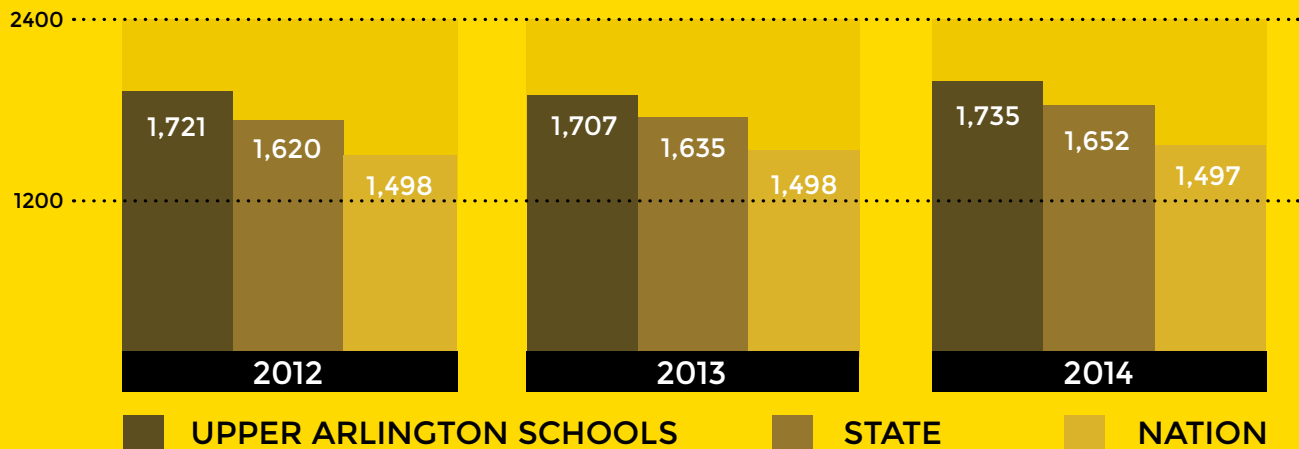
Our goal

The average ACT composite score for Upper Arlington students far exceeds the state and national averages. But if an individual student earned the district's average composite score of 25.9, it would mean that student scored equal or better than approximately 83 percent of other recent ACT test takers. Our goal as a district is to rank in the top five percent on national and international benchmarks for success. Therefore, we will work to significantly increase ACT composite scores while maintaining or expanding student access to the test.

Performance Indicator #4: SAT Scores



Average SAT Score (out of 2400)



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. But if an individual student earned the district's average scores in the areas of critical reading, mathematics and writing, it would mean that student scored equal or better than 72 to 75 percent of other recent SAT test takers. Our goal as a district is to rank in the top five percent on national and international benchmarks for success. Therefore, we will work to significantly increase SAT scores while maintaining or expanding student access to the test.

Performance

Indicator #5: College Credit Opportunities



2014-2015 AP/IB enrollment and test-passage rate

650

Advanced Placement
enrollment

260

International
Baccalaureate
enrollment

83%

Combined exam
passage rate

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 take AP and IB exams at the end of courses, which are often recognized for college credit.

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. During the 2015-2016 school year, our goal is to expand college-credit opportunities to include 15-hour and 30-hour credit pathways through the new College Credit Plus program. This allows students to take college courses at Upper Arlington High School, earning credit that is guaranteed to transfer to any public college or university in Ohio. We will measure and report our progress in implementing the CCP program in future Quality Profiles.

Performance

Indicator #6: In-State College Course Remediation



Graduates attending an in-state college who require remedial coursework

16%

UPPER ARLINGTON
SCHOOLS

18%

SIMILAR DISTRICTS*

37%

STATE

*Similar districts 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 class of 2013 that entered an Ohio college or university and had to take a developmental math class or a developmental English class. Students who enroll in private or out-of-state colleges and universities are not represented in this data.

Our goal

While Upper Arlington's in-state remediation rates are 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 preparation provided by taking college-level Advanced Placement and International Baccalaureate classes. Beginning in 2015-2016, students also have the option of taking College Credit Plus classes. This additional option will allow more students to experience college-level coursework in high school, helping prepare them for success after graduation.

Performance

Indicator #7: College/Career Readiness



PSAT college readiness

74.2%

UPPER ARLINGTON
SCHOOLS

56.3%

STATE AVERAGE

45.8%

NATIONAL AVERAGE

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 2014-2015 school year, Upper Arlington Schools provided the PSAT/NMSQT to 393 high school juniors and approximately 74 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.

Performance

Indicator #8: Performance Index Ranking

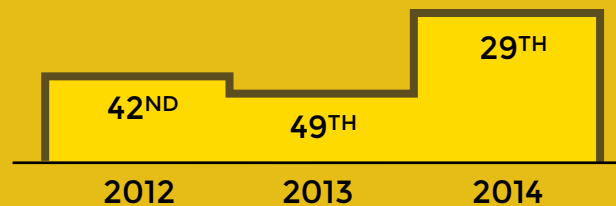


District Performance Index and corresponding state ranking

UPPER ARLINGTON PERFORMANCE INDEX:

2014: **108.9**
2013: **107.18**
2012: **107.39**

STATE PERFORMANCE INDEX RANKING:



Behind the numbers

The Performance Index (PI) Score 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 Score 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 score represents the fact that our well-rounded students are also prepared for government 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.

NOTE - Under the current law the PI score that will be released in the winter of 2016 measuring the 2014-2015 school year will count all students who opted out of state tests, such as the PARCC exams, as having failed. The families of approximately 200 UA Schools students chose to opt out of those tests, meaning that unless the current law is changed, next year's PI score will not reflect the actual achievement of UA students.

Performance
Indicator #9: Post-graduation success



COMING SOON!

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.

Our goal

In the coming year, Upper Arlington Schools will develop a measure using data from a national clearinghouse to quantify students' success after graduation.

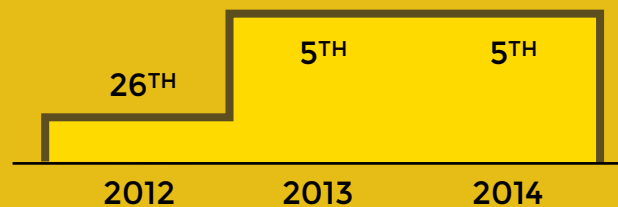


District value-added ranking

UPPER ARLINGTON VALUE-ADDED GAIN INDEX:

2014: **20.90**
2013: **18.59**
2012: **7.4**

STATE VALUE-ADDED GAIN INDEX 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 of growth in one year's time, but our value-added data shows we are greatly exceeding that goal and we will continue to hold the district to that high standard.

Personalization

Indicator #11: Capturing Student Interest



Co-curricular and extra-curricular offerings

**69 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 developing 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 schedule

2015-16
**ALL SECONDARY
STUDENTS,
GRADES 6
THROUGH 12**

2016-17
**ALL ELEMENTARY
AND SECONDARY
STUDENTS,
KINDERGARTEN
THROUGH
GRADE 12**

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. We will enhance personalization of learning through the smart use of new technologies 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

Our goal is to reallocate current resources to ensure every student, kindergarten through grade 12, experiences a personalized learning environment enhanced by technology by the end of the 2016-2017 school year.

Personalization

Indicator #13: Service Learning



Student participation in service-learning experiences

UPPER ARLINGTON SCHOOLS: 65%

UPPER ARLINGTON HIGH SCHOOL: 16%

UPPER ARLINGTON MIDDLE SCHOOLS: 100%

UPPER ARLINGTON ELEMENTARY SCHOOLS: 83%

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.

Our goal

While the participation rates at the elementary and middle schools are impressive, the rate at the high school is a cause for concern. We believe part of this discrepancy comes from a flaw in the system used for reporting service-learning projects. Our goal is to improve that reporting system and to provide increased focus and support for service-learning experiences in the upper grades.



COMING SOON

Behind the numbers

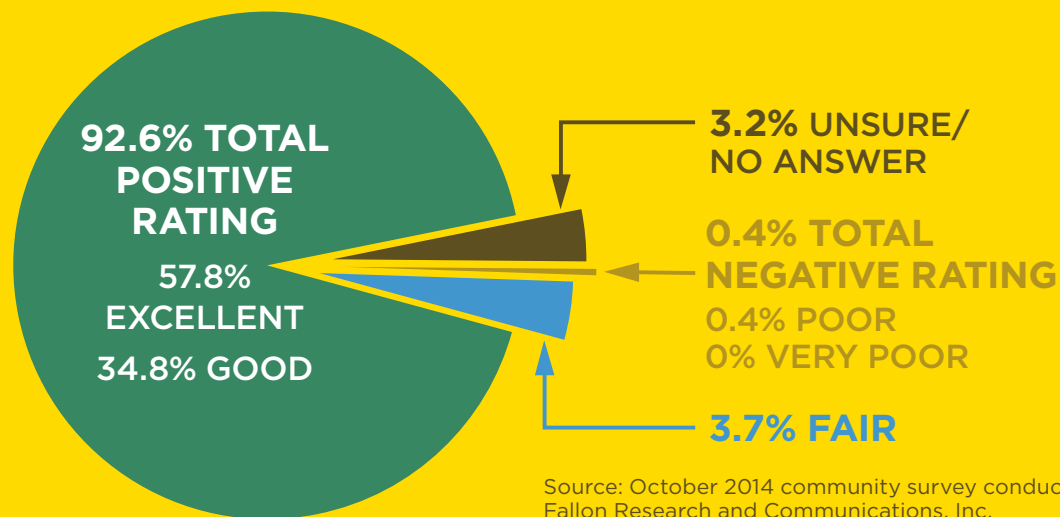
This indicator is meant to measure how well UA Schools is leveraging community resources to enhance student learning.

Our goal

Our goal is to develop a system for tracking the number of partnerships our schools enjoy with outside organizations such as the Columbus Symphony, the Upper Arlington Civic Association and area businesses.



How does the community rate the quality of education provided by UA Schools?



Behind the numbers

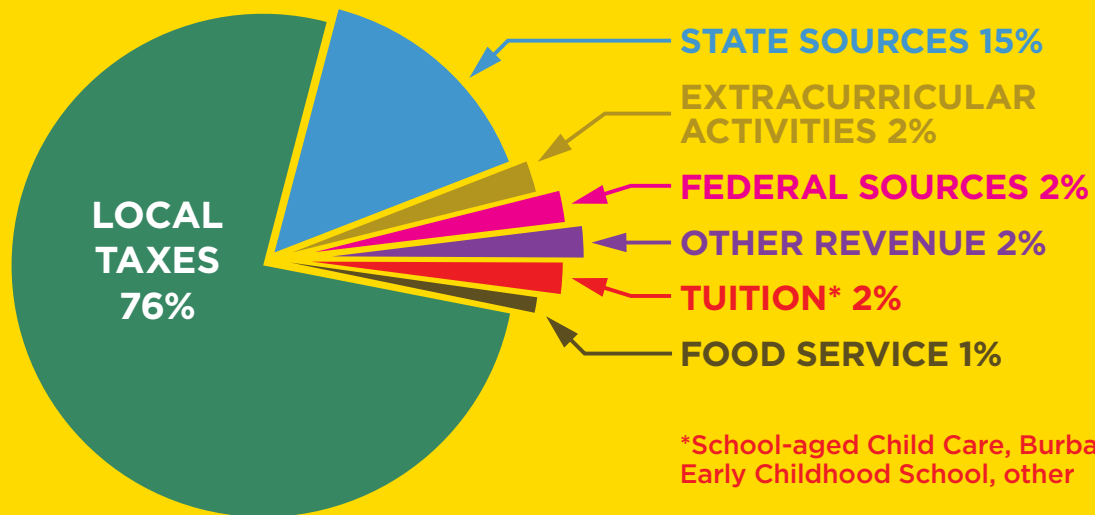
Upper Arlington Schools will not rest on its laurels. Our accountability comes down to how well we deliver on greater performance and personalization through prudent and productive expenditures of resources. We have established this Quality Profile document to provide a continual focus on the goals, achievement and performance of our district, and identify if 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.



2014-2015 Revenue Sources



*School-aged Child Care, Burbank Early Childhood School, other

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 out alternative funding sources whenever possible. Our goal for the coming year is to implement a system to better track the many and varied alternative fund types received by the district.

Efficiency

Indicator #17: School Property Tax Rates



2015 school property tax per \$100,000 valuation for residential properties

NEW ALBANY	\$2,115
WESTERVILLE	\$2,079
DUBLIN	\$1,997
HILLIARD	\$1,977
WORTHINGTON	\$1,929
OLENTANGY	\$1,840
REYNOLDSBURG	\$1,819
WHITEHALL	\$1,777
BEXLEY	\$1,734
UPPER ARLINGTON	\$1,697
PICKERINGTON	\$1,657
SOUTH-WESTERN	\$1,640
GRANDVIEW HEIGHTS	\$1,614
COLUMBUS	\$1,565
GAHANNA	\$1,478

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

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 competitive school tax rate in comparison to other central Ohio school districts.

Efficiency

Indicator #18: Expenditure per Pupil



Annual amount spent per student

DISTRICT	FISCAL YEAR 2012	FISCAL YEAR 2013	FISCAL YEAR 2014
UPPER ARLINGTON SCHOOLS	\$15,157	\$14,880	\$14,413
SIMILAR DISTRICT AVERAGE*	\$10,806	\$10,617	\$11,155
STATE AVERAGE	\$10,597	\$10,445	\$10,912

*Similar 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 many other Ohio schools. 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. This focus on efficiency is one reason for the gradual decrease seen over the last three fiscal years.



Progress made toward meeting the Efficiency Project commitment



**89% OF THE WAY TOWARD THE \$4.5 MILLION
EFFICIENCY PROJECT COMMITMENT**
Total efficiency savings as of June 2015: \$4,006,001

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

Upper Arlington Schools will meet or exceed the efficiency savings commitment by the end of the 2016-2017 school year. 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 operational processes, recommended this process. They found the district's aging facilities to be a major threat to the district's 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

Between now and 2017, Upper Arlington Schools will engage 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 long-term solution that efficiently uses facilities funds and ensures appropriate learning environments that will serve students well into the future.



COMING SOON!

Behind the numbers

This measure is included to assess how well the district is engaging and managing one of our most important resources – our 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

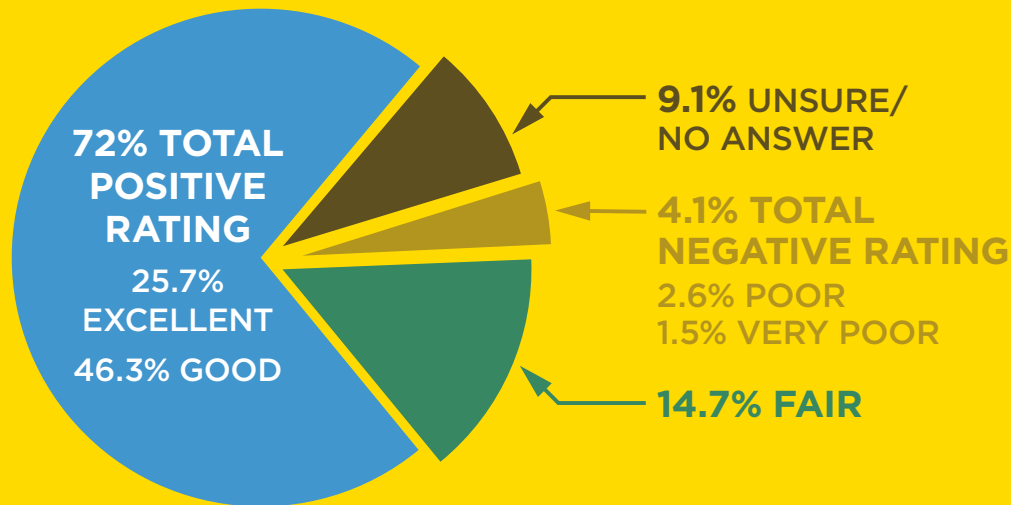
In the coming year, Upper Arlington Schools will develop a method to define and measure employee engagement in order to support their talents and overall well-being.

Ownership

Indicator #22: Community Engagement Level



How does the community rate the job UA Schools does communicating with families and the public?



Source: October 2014 community survey conducted by 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.