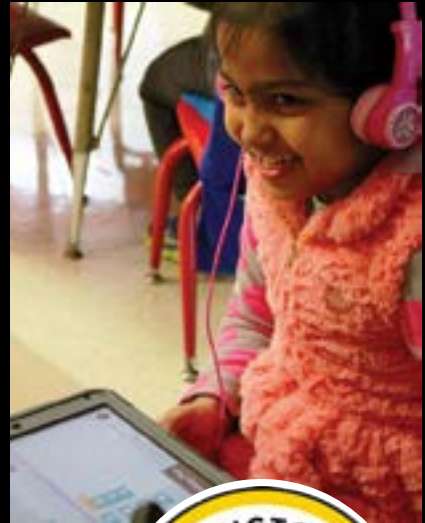


UPPER ARLINGTON SCHOOLS
SERVE, LEAD, SUCCEED



CHALLENGE AND SUPPORT
EVERY STUDENT, EVERY STEP OF THE WAY



Quality Profile

2016-2017

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



We are now in the third 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

BOARD OF EDUCATION



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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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[@UA_Schools](https://twitter.com/UA_Schools)



2015-2018 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

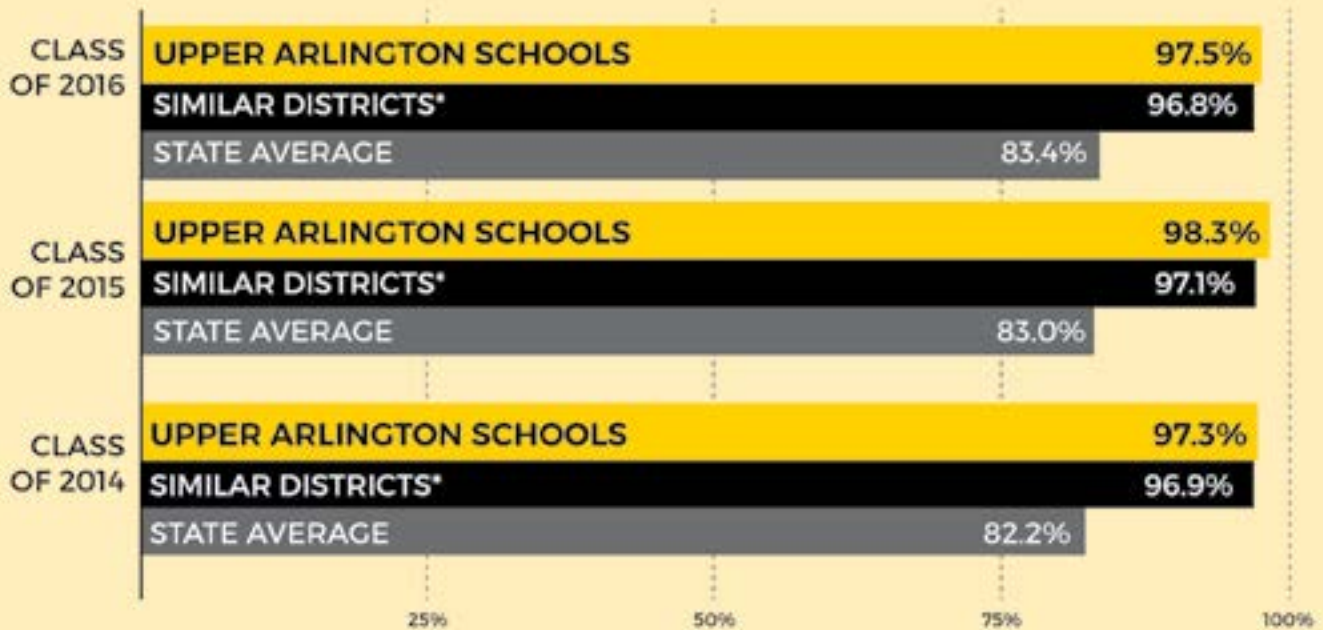
Upper Arlington Schools uses clear, honest, open and interactive communication to build ownership of the strategic plan.

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

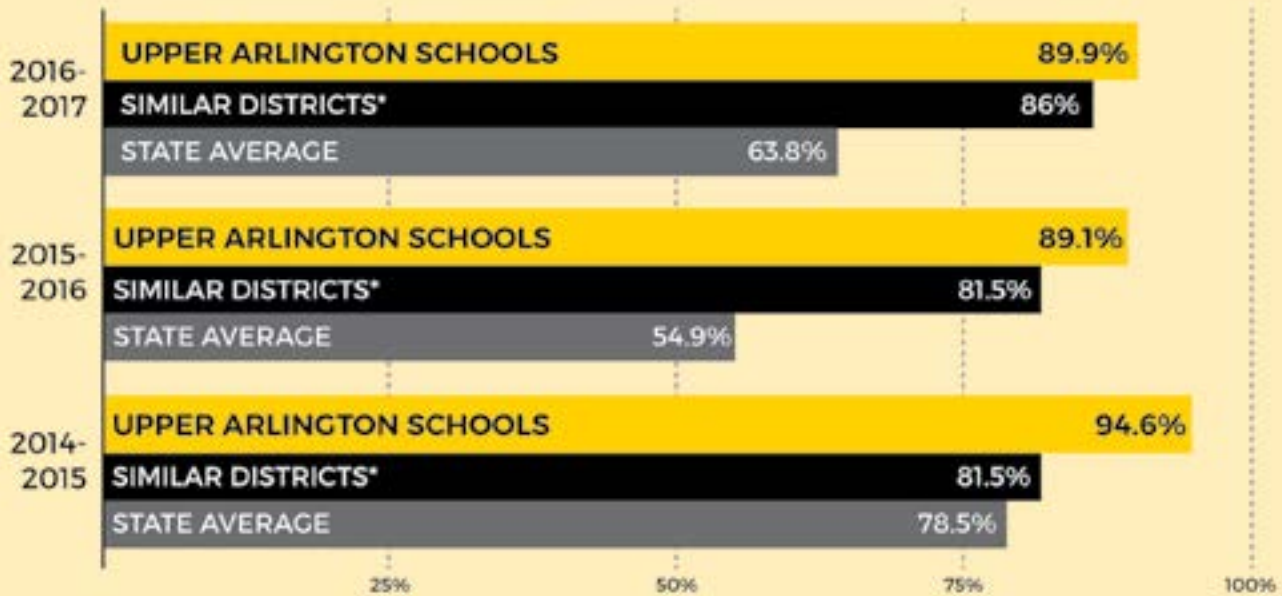
The most recent four-year graduation rate represents the percentage of students who entered ninth grade in the fall of 2012 and graduated by 2016. This figure is adjusted to include students who transferred into the Upper Arlington High School Class of 2016 after 2012 and those who transferred to another school prior to graduation in 2016. 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

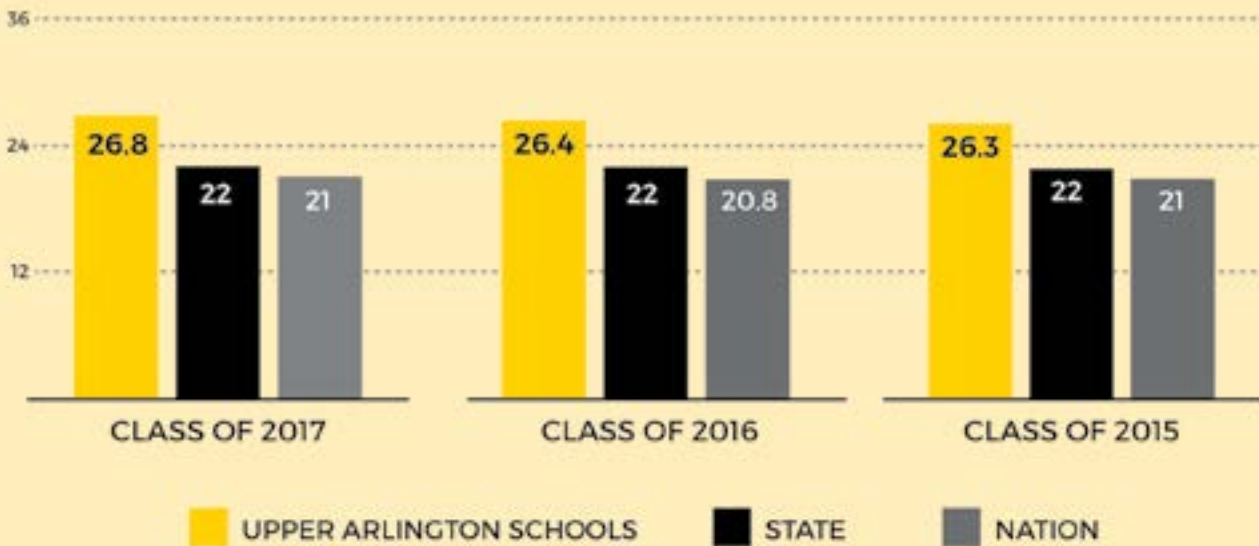
The scores above represent the number of Upper Arlington's third-graders who scored proficient or better on the state reading test during each of the past three school years. That test, the Ohio Achievement Assessment, is given in both the fall and the spring. The state's third-grade reading guarantee 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). All students met one or more of these benchmarks during 2016-2017 to advance to fourth grade.

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



BEHIND THE NUMBERS

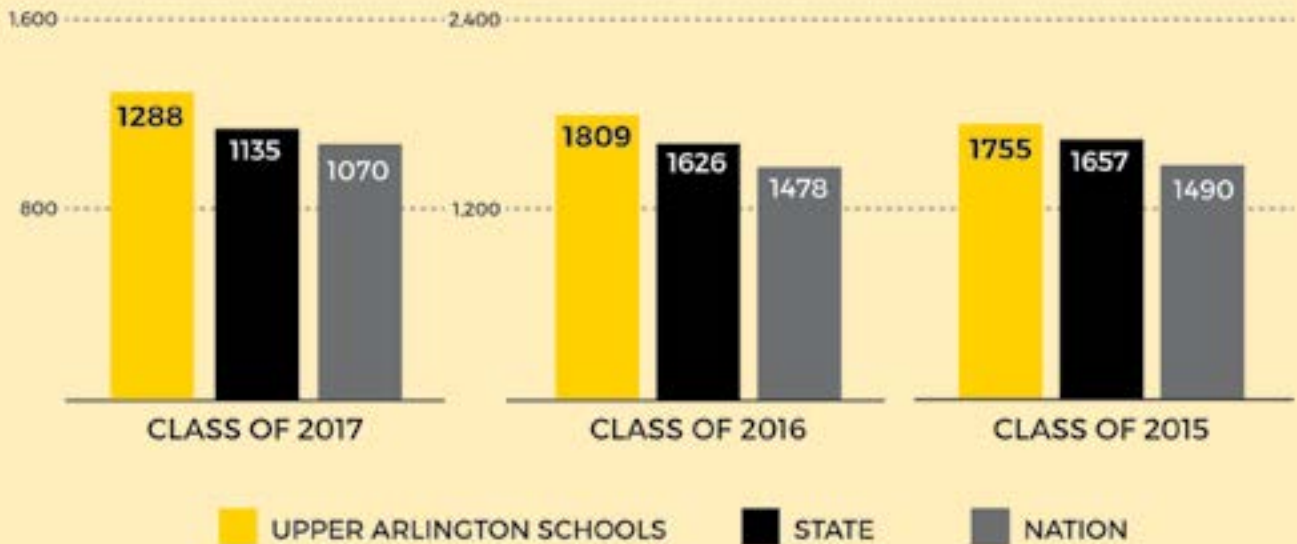
The ACT is a national college admissions examination that consists of subject-area tests in English, mathematics, reading and science. The composite score is the average of a student's scores on the four subject-area tests. The highest possible composite score is 36.

OUR GOAL

The average ACT composite score for Upper Arlington students far exceeds the state and national averages. Beginning with the 2016-2017 school year, all Upper Arlington High School juniors now take the ACT, and we are pleased to see above-average scores as the testing pool has increased.



AVERAGE SAT SCORE



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. The highest possible total score for the new SAT administered to the Class of 2017 is 1600. The highest possible total score for the SAT administered to the Classes of 2015 and 2016 was 2400.

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

	2016-2017	2015-2016	2014-2015
AP ENROLLMENT	769	556	650
IB ENROLLMENT	496	454	457
TEST PASSAGE RATE	81%	84%	83%

BEHIND THE NUMBERS

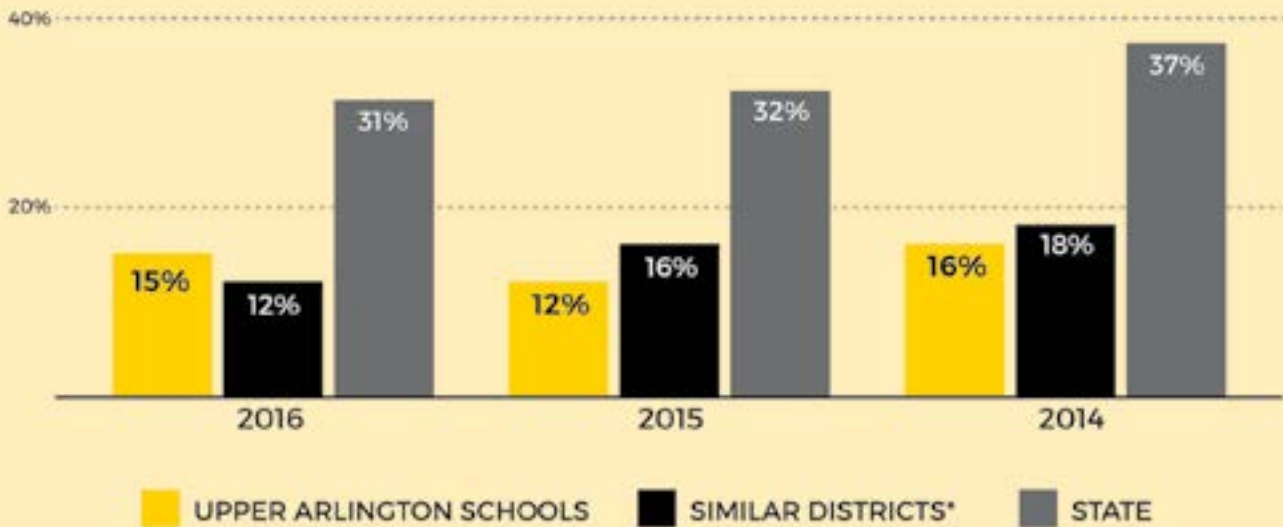
Advanced Placement and International Baccalaureate classes offer students the opportunity to experience college-level coursework during high school. Having AP or IB credit on a high school transcript demonstrates an academically rigorous high school experience to college admissions staff members. In 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

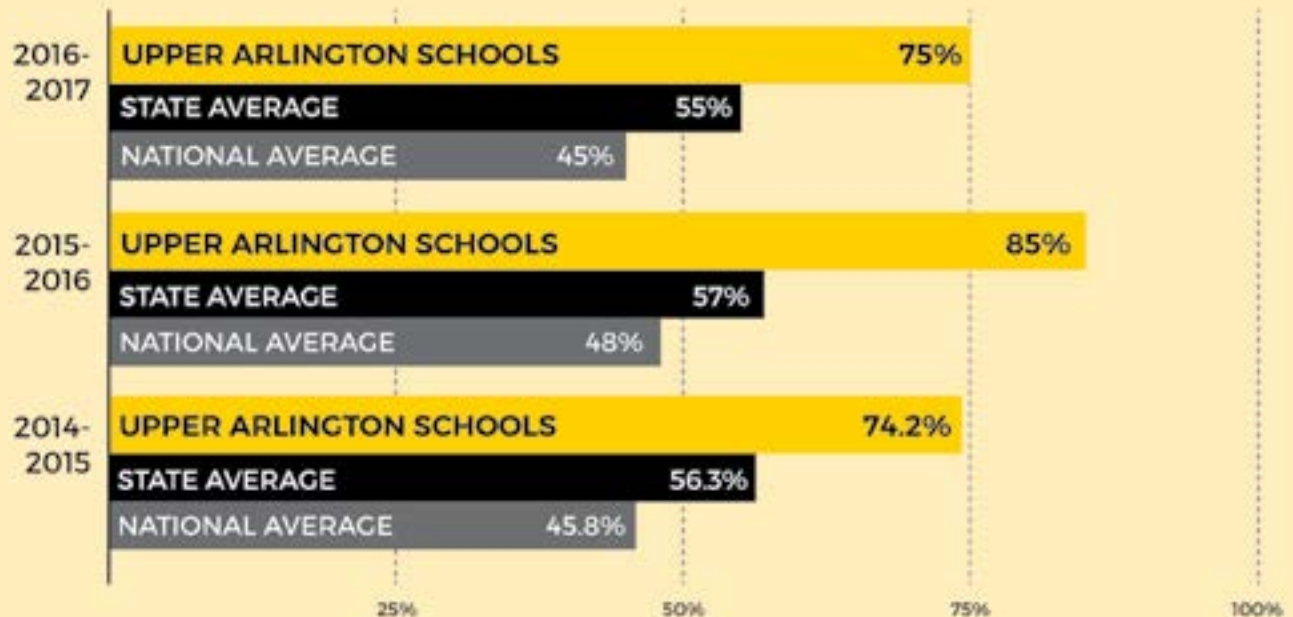
These college course remediation rates are prepared by the Ohio Board of Regents and represent the number of students in the Upper Arlington High School Classes of 2014, 2015 and 2016 who entered a public Ohio college or university and had to take a developmental math class or a developmental English 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.

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 (NMQST) 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 2016-2017 school year, Upper Arlington Schools provided the PSAT/NMQST to approximately 400 high school juniors, and 75 percent reached those benchmarks.

OUR GOAL

Upper Arlington Schools will continue to provide the PSAT/NMQST 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 will strive to again meet or exceed that goal in 2017-2018.



DISTRICT PERFORMANCE INDEX AND CORRESPONDING STATE RANKING

	PERFORMANCE INDEX	STATE RANKING
2016-2017	99.5	72 ND
2015-2016	101.023	34 TH

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. Currently the Ohio Department of Education counts students who opt out of taking a state assessment as earning a zero and failing. This inaccurate reporting has led to artificially low Performance Index scores for many districts across the state. If the Performance Index accurately reflected the performance of the students who took the assessment, Upper Arlington would have a 102.5 for the 2016-2017 school year.

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 but continues to be impacted by the state's policy of counting students who opt out of the state assessments against their home district's Performance Index score.

In an effort to provide our community with a clearer measure of the achievement of our students, we will continue to advocate for the state to report an accurate Performance Index score based solely upon the pool of test takers.

** This indicator accounts for data representing the first two years of AIR testing in all four subject areas.*



COLLEGE ENROLLMENT

	ENROLLED IMMEDIATELY AFTER HIGH SCHOOL	ENROLLED WITHIN TWO YEARS OF HIGH SCHOOL
UAHS CLASS OF 2016	86%	88%
UAHS CLASS OF 2015	89%	89%
UAHS CLASS OF 2014	87%	92%

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 leave Upper Arlington High School. This includes tracking how many of our students enroll in college either immediately or soon after graduation. 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

Upper Arlington Schools will continue to equip our students with the resources and skills to ensure that their next step after high school engages them and gets them started on the right path toward career.



COLLEGE GRADUATION RATE

	FOUR YEARS AFTER UAHS	FIVE YEARS AFTER UAHS	SIX YEARS AFTER UAHS
UAHS CLASS OF 2010	47.1%	63.7%	70.4%
UAHS CLASS OF 2011	47.8%	67.5%	–
UAHS CLASS OF 2012	46.7%	–	–

BEHIND THE NUMBERS

While the data in Indicator 9 shows that the vast majority of UAHS graduates go on to college, it is also important to learn how many of those students earn a degree from a college or university. 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. Understanding the path to a college degree is not a four-year process for every student, the data above reflects college graduation from four to six years after high school.

OUR GOAL

Upper Arlington Schools will strive to ensure that each student leaves Upper Arlington High School with the knowledge and life skills necessary to successfully navigate college within the time frame that is right for them and their career path.



DISTRICT VALUE-ADDED CALCULATION AND RANKING

	VALUE-ADDED CALCULATION	VALUE-ADDED RANKING
2016-2017	0.3	339 TH
2015-2016	6.3	150 TH

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 and after the traditional school day. Our goal is to ensure all students have access to activities that capture their interests and engage them in learning. In our continued work toward this goal, we have identified 3,437 middle school enrollments in sports and activities for the 2016-2017 school year and will work to have a comparable figure representing the high school in the coming year. This is part of our continued effort to create a comprehensive 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.



ONE-TO-ONE TECHNOLOGY FRAMEWORK



ALIGNED LEADERSHIP STRUCTURE

INSTRUCTIONAL STRATEGIES

CURRICULUM

DIGITAL INFRASTRUCTURE

PROFESSIONAL DEVELOPMENT

BEHIND THE NUMBERS

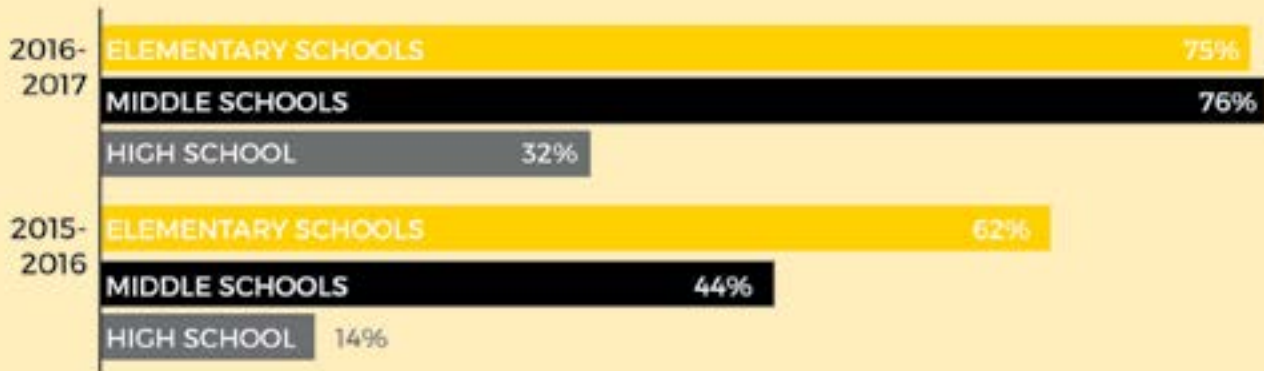
The personalization necessary to challenge and support every student, every step of the way demands that we are extremely thoughtful in how we organize learning and instructional time, talent and technology. During the 2015-2016 and 2016-2017 school years, we implemented a program that provides students with 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 work to gather baseline data based on the above frameworks to better evaluate where we are as a district and how to improve the educational experience for all Upper Arlington students through the use of one-to-one technology.



TEACHERS' USE OF SERVICE LEARNING AS AN INSTRUCTIONAL STRATEGY



Windermere Elementary
Team KIVA



Hastings Middle School
HOP Day



Upper Arlington High School
MetroParks / Spanish project

BEHIND THE NUMBERS

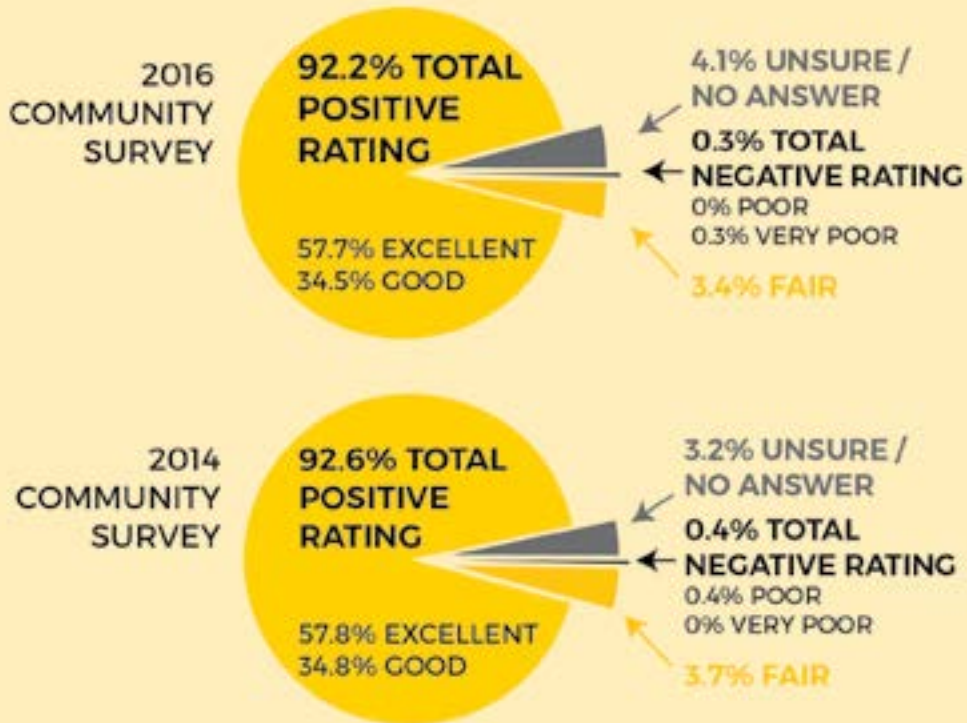
Upper Arlington Schools has a long history of focusing on the whole child. A commitment to service learning is a critical component of a well-rounded education. During the 2015-2016 school year, we implemented an annual survey of teachers to explore how many were able to incorporate service learning 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 any obstacles to implementing service learning techniques that were identified in the staff survey.



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



Source: Fallon Research and Communications, Inc.

BEHIND THE NUMBERS

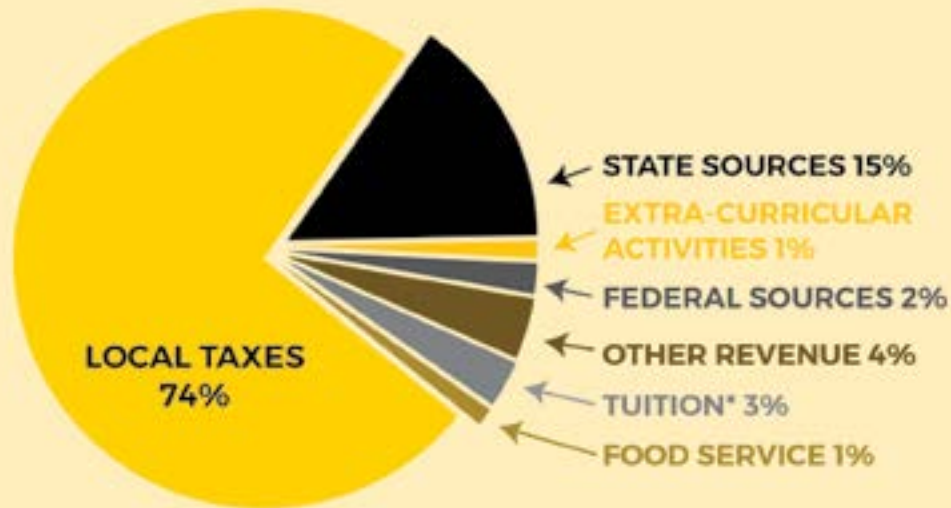
Upper Arlington Schools will not rest on its laurels. Our accountability comes down to how well we deliver on greater performance and personalization through prudent and productive expenditures of resources. We have established this Quality Profile document to provide a continual focus on the goals, 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. In the coming year, we will update this data with the results of a 2018 survey.



2016-2017 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 alternative funding sources whenever possible. That includes funds and in-kind donations from sources such as the Upper Arlington Education Foundation, PTO and booster groups and outside grants.



2017 SCHOOL PROPERTY TAX
PER \$100,000 VALUATION FOR RESIDENTIAL PROPERTIES

HILLIARD	\$1,893
OLENTANGY	\$1,834
NEW ALBANY	\$1,830
WESTERVILLE	\$1,812
DUBLIN	\$1,729
WORTHINGTON	\$1,688
REYNOLDSBURG*	\$1,583
COLUMBUS	\$1,578
WHITEHALL	\$1,535
UPPER ARLINGTON	\$1,500
BEXLEY*	\$1,497
SOUTHWESTERN	\$1,433
GRANDVIEW HEIGHTS	\$1,429
PICKERINGTON*	\$1,335
GAHANNA	\$1,321

These amounts, which are rounded to the nearest dollar, include a reduction due to state credits such as Homestead (owner-occupied) and Rollback for levies passed before November 2013
*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

With the passage of Issue 43, a combined operating levy and bond issue, on November 7, 2017, the Upper Arlington school tax rate will increase, but we remain 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 2014	FISCAL YEAR 2015	FISCAL YEAR 2016
UPPER ARLINGTON SCHOOLS	\$14,413	\$15,099	\$14,957
SIMILAR DISTRICTS AVERAGE*	\$11,155	\$11,012	\$11,192
STATE AVERAGE	\$10,912	\$10,985	\$11,164

*Similar are districts defined in Indicator 1.

BEHIND THE NUMBERS

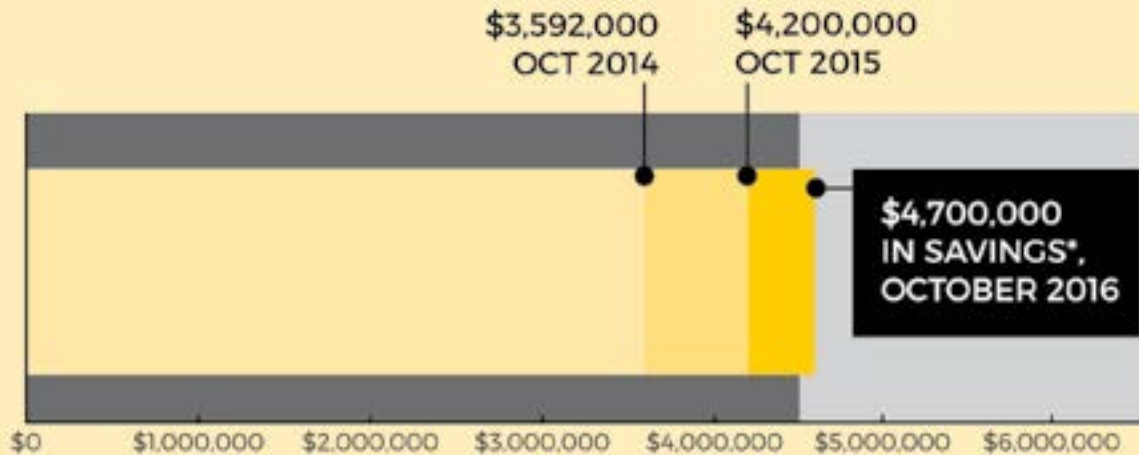
The Ohio Department of Education's expenditure per pupil calculation represents the total amount each district spends on administration, building operations, instruction, pupil support and staff support divided by the district's average daily membership. The similar district average is calculated by 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



* Savings equates to a cumulative reduction of forecasted costs associated with the January 2014 Five Year Forecast.

BEHIND THE NUMBERS

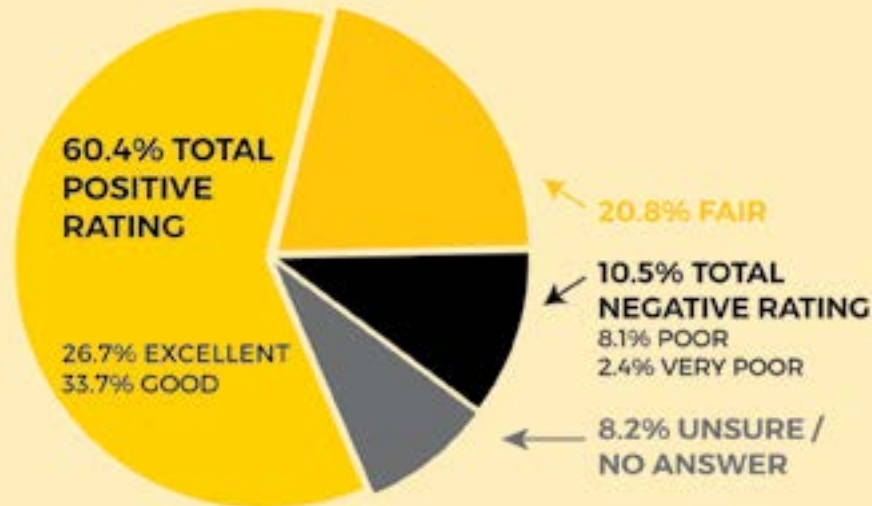
As part of the Efficiency Project, Upper Arlington Schools committed in 2013 to improve the bottom line by \$4.5 million by the end of 2016-2017 without negatively impacting students' educational experiences. The savings would be realized through the use of technology, creative thinking, partnerships and shared services.

OUR GOAL

By the end of October 2016, Upper Arlington had exceeded the efficiency savings commitment. We will continue to seek out efficiency measures and cost-avoidance opportunities whenever possible.



ENGAGING THE COMMUNITY IN FACILITIES MASTER PLANNING



Source: Fallon Research and Communications, Inc.

BEHIND THE NUMBERS

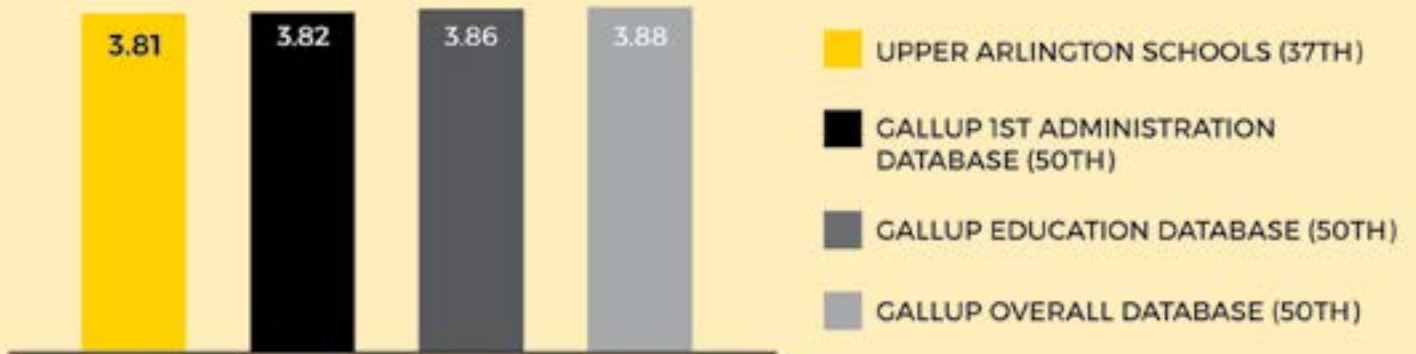
Over the past two-and-a-half years, Upper Arlington Schools has engaged the entire community and staff in a master planning process for its aging facilities. The Board of Education launched this process at the recommendation of the Productivity and Efficiency Work Team, a group of community volunteers with business expertise who studied the district's finances and operations. From the outset, the board was committed to a community-based process, and one measure of the success of this process is the scientific survey data seen above.

OUR GOAL

By the end of the facilities master planning process in June 2017, there had been more than 8,000 points of contact with community members, which exceeded the district's goal of 7,500 or more. With the success of the combined operating levy and bond issue in November 2017, Upper Arlington Schools will continue to engage the entire community and staff in a comprehensive process to design the six buildings that will be renovated or rebuilt in the first phase of the community-developed master plan.



MEASURING STAFF ENGAGEMENT



The Gallup Q12 survey's Employee Engagement GrandMean is measured on a scale of 1 to 5.

BEHIND THE NUMBERS

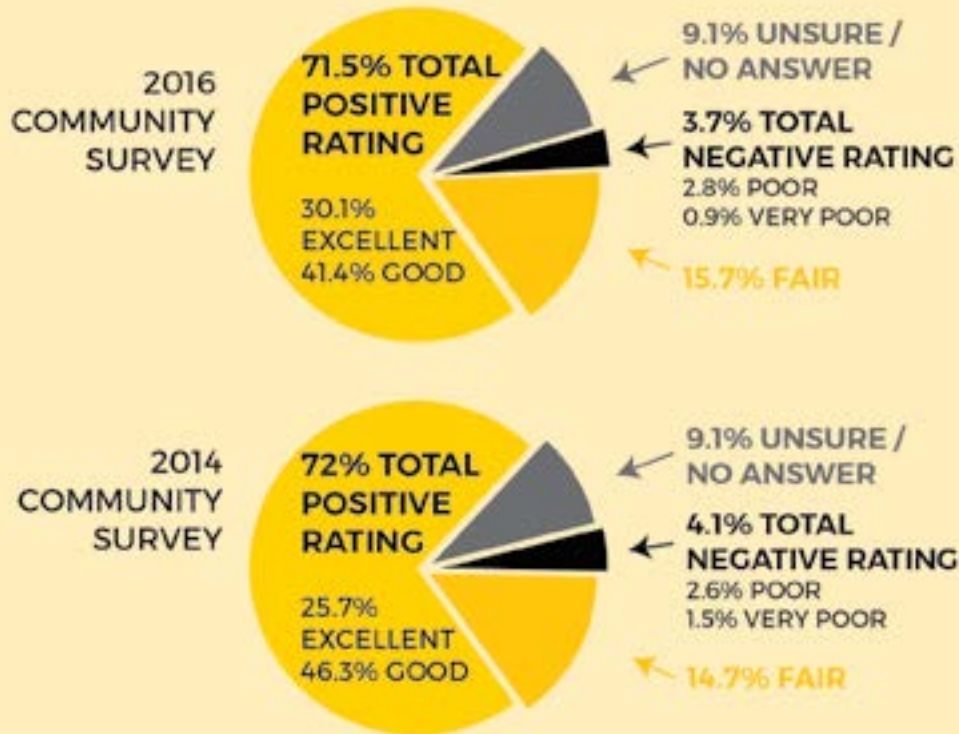
This measure is included to assess how well the district is engaging and managing one of its most important resources – its staff members. Research indicates that teachers and other school staff members who find meaning and satisfaction in their work provide a more successful academic experience for students. During the 2016-2017 school year, staff members had the opportunity to take the Gallup Q12 survey for the first time. Approximately 420 staff members took the survey, which resulted in an overall Employee Engagement GrandMean of 3.81 out of 5. Above that result is compared to the 50th percentile scores of three Gallup Q12 databases.

OUR GOAL

For the 2017-2018 school year, the Upper Arlington Education Association Communications Committee will provide guidance on the administration of the Q12 survey with the goal of increasing participation and providing clarity to colleagues on the purpose of the survey. Our goal is to see both increased participation and an increase in the overall Employee Engagement GrandMean.



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 maintain a total positive rating of 90 percent or greater. In the coming year, we will update this data with the results of a 2018 survey.



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