

SPRINGVILLE CITY SCHOOL DISTRICT

A Five-Year Journey

Students, Community & Staff

DISTRICT GOALS



GOAL 1:

EVERY STUDENT ACHIEVES EDUCATIONAL SUCCESS

- Provide a context so that every student has the opportunity to reach his/her highest potential.
- Create a framework to allow students to be prepared for economic self-sufficiency beyond formal schooling.

GOAL 2:

LEARNING AND WORKING ENVIRONMENTS ARE SAFE, NURTURING AND EFFICIENT

- Based on the needs, expectations and priorities of our students, staff and community, our customers:
- Create and maintain environments that inspire and support successful learning and delivery of educational services.
- Deliver quality services that satisfy the customer.

GOAL 3:

THE BEST STAFF ARE RECRUITED, SELECTED, DEVELOPED AND RETAINED

- Select highly qualified staff.
- Support and develop the specific performance of each staff member.
- Link staff performance with the success of the district.

GOAL 4:

COMMUNITY, PARENTS, STUDENTS AND STAFF ARE ENGAGED AS PARTNERS IN EDUCATION

- An aligned communication plan engages the district's staff and community, develops a mutual understanding of each other's needs, and results in support for district and community initiatives.

GOAL 5

FINANCIAL RESOURCES ARE MAXIMIZED TO SUPPORT EDUCATIONAL SUCCESS.

- Seek alternative funding sources.
- Improve internal processes to maximize efficiencies.
- Use all resources wisely.

GOAL 1: EVERY STUDENT ACHIEVES EDUCATIONAL SUCCESS.

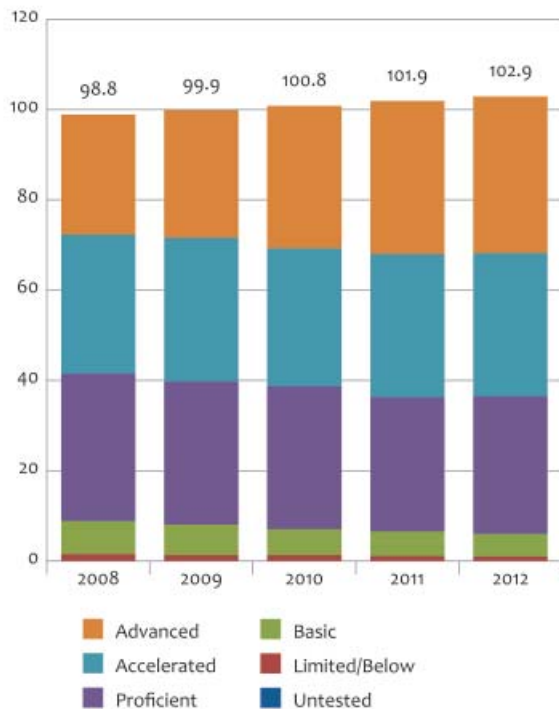
Our Students

Total number of students	14,711
➤ Pre-kindergarten	243
➤ Grades K-5	6,427
➤ Grades 6-8	3,484
➤ Grades 9-12	4,526
➤ Other	31

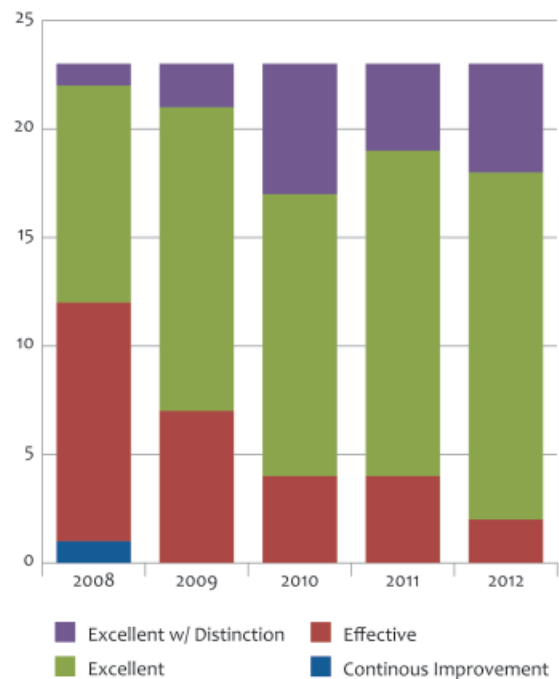
Our Student Diversity

American Indian/Native Alaskan	0.24%
Asian	2.72%
Black	21.88%
White	64.8%
Hispanic	4.81%
Multiracial	6.61%
Hawaiian/Pacific Islander	0.1%
Free & Reduced Lunch	31.3%
Limited English Proficient	7.8%
➤ Number of native languages spoken by students	66
➤ Countries represented in WCS	77
➤ Number of students enrolled in English as a Second Language	1,199
Students with disabilities	13.1%
Identified gifted	25%

- ⊕ The district's Performance Index has steadily increased from 98.8 in 2008 to 102.9 in 2012. This is due to more students testing at proficient, advanced and accelerated level than ever before.



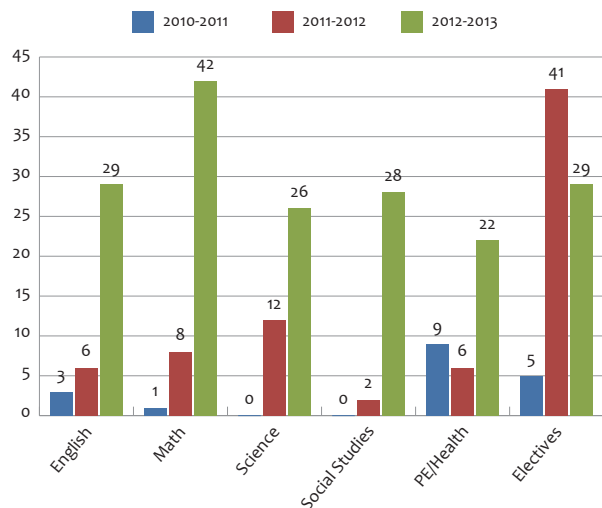
- ⊕ The district has expanded online learning opportunities for students by making health and business management courses available online; launching local initiatives such as Westerville Without Walls; and adding assistive learning technologies, such as the SOLO literacy suite, which helps students develop and strengthen their reading and writing skills.
- ⊕ The district's State Report Card Rating has improved from "Effective" in the 2006-07 school year to "Excellent" in 2007-08 and 2008-09, and then "Excellent With Distinction" since the 2009-10 school year. School ratings on the report cards also have trended upward. The district has met every state performance indicator the past two years.



- ⊕ The district has met Adequate Yearly Progress requirements and received a Value-Added Measure rating of "Above" for the past five years.
- ⊕ WiFi is now available in all school buildings to enhance connectivity to the Internet and provide an infrastructure that supports technology initiatives and trends, such as the increased use of wireless tablet computers and other personal computing devices.
- ⊕ The district opened its Academic Enrichment Center in 2011 to meet the unique academic needs of students. Since then, students have earned slightly more than 1,500 Core Content credits toward graduation.

GOAL 1: EVERY STUDENT ACHIEVES EDUCATIONAL SUCCESS. *(continued)*

- Students continue to expand their use of Credit Flexibility opportunities that are coordinated through the AEC. Applications for Credit Flexibility have grown from just 18 in the 2010-11 school year to 176 during the 2012-13 school year. The district has received a total of 269 Credit Flexibility applications since the option became available to students three years ago.



- District executives restructured the leadership team to increase the capacity of Academic Affairs to support students across the district, while at the same time reducing overall administrative costs.
- Westerville Central, Westerville North and Westerville South high schools were recognized by U.S. News & World Report as being among the nation's best high schools. Approximately 80 percent of our graduates pursue a post-secondary education and annually earn approximately \$25 million in scholarship offers to attend colleges and universities around the world.
- In 2012, 100% of International Baccalaureate Diploma Candidates earned an IB Diploma. This accomplishment highlights the 93 IB Diplomas that have been awarded out of 103 attempts for a 90.3% success rate.

- The Educational Opportunities for Success (EOS) program serves students who have been expelled from school, who are over-age and under-credited and are considering dropping out, or who have already dropped out and/or experienced failure in a charter school alternative. Since being located at the AEC, EOS has returned 34 former students to the district and attracted three home-schooled students to the program, which has resulted in a positive impact to the general fund budget of slightly more than \$200,000. The EOS program began in 1999 and has brought in well over \$1 million in grant funds to the district. More than 1,200 students have earned credits through EOS to put them back on track toward earning a high school diploma.

- Student participation in ACT testing has increased, as has the district's composite score on the test. In 2008 there were 733 students taking the ACT and earning a 22.4 composite score. In 2012 there were 815 students taking the ACT and earning a 22.8 composite score. Westerville students' performance on the test continues to surpass state and national results. The Ohio composite score increased from 21.7 in 2008 to 21.8 in 2012, while the national composite remained steady at 21.1 over that same five-year period.

- The Ohio Department of Education identified Cherrington Elementary and Annehurst Elementary as 2012 Schools of Promise. The honor recognizes schools' progress in closing academic achievement gaps among students. Annehurst also was named a School of Honor, which recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.

- The district participated in a Chinese Guest Teacher program during the 2012-13 school year to offer introductory Mandarin as a foreign language to students at each of the district's four middle schools. Approximately 240 sixth-grade students participated in this initiative, which is part of a "Chinese Bridge" delegation program sponsored in part by the Hanban/Confucius Institute and College Board.

GOAL 2: LEARNING & WORKING ENVIRONMENTS ARE SAFE, NURTURING AND EFFICIENT.

Our Schools

Total number of schools	22
Elementary schools	14
➤ Includes 3 Magnet School sites:	
• World Language & Cultures (1),	
• Arts/Math/Science (1);	
• Math/Science (1)	
Middle schools	4
High schools	3
Preschool/Early Learning Center	1

- Residents passed a Continuing Permanent Improvement levy in 2009 to ensure that funds are always available to maintain facilities and protect the community's investment in its schools.

- The district consolidated and centralized its federally-mandated preschool program, which resulted in an improved delivery of services to students, enhanced communication among staff and increased operational efficiencies due to the ability to share resources more frequently.

GOAL 2: LEARNING & WORKING ENVIRONMENTS ARE SAFE, NURTURING AND EFFICIENT. *(continued)*

- ⊕ Students from all three high schools participate annually in Challenge Day, a program designed to help students appreciate diversity and take personal responsibility for creating a positive school environment.
- ⊕ District officials strengthened their partnership with and increased the involvement of first responders in district safety plans and training. As a result, district officials and community first responders regularly hold crisis committee meetings to refine and improve school safety prevention and response plans.
- ⊕ Westerville was one of only 14 districts out of 120 eligible districts to win a 2012 Battelle for Kids SOAR Award for making exceptional growth with students in multiple grade levels and subjects.
- ⊕ The annual Elementary Leadership Summit brings students from across the district to polish and strengthen specific leadership skills. Participating students are encouraged to practice those skills within their home school and engage peers in positive interactions.
- ⊕ A centralized enrollment center has created operational efficiencies for district and employee specialists who understand the complexities associated with the enrollment process. Centralizing the enrollment process also allows the district to better prevent, identify and resolve falsified enrollment applications. This ensures that district resources are preserved and directed only to those families who reside in the school district.
- ⊕ Translation services at the district’s enrollment center have been enhanced, thanks to My Accessible Real-Time Trusted Interpreter (MARTTI), which allows providers to connect via video to qualified interpreters who can translate 150 languages. The device is made available to the district through a partnership with OhioHealth.
- ⊕ The efforts of Enrollment & Family Resource Center staff over the past three years have resulted in nearly \$2 million in austerity value to the district.
- ⊕ Bus safety programs, such as the “School Bus Musical” and First Time Rider Program, offer an interactive and entertaining way for students in grades K-3 to learn about school bus safety. These programs have allowed drivers and other Transportation employees to connect with students while reinforcing the proper rules and behaviors that assure their safety.
- ⊕ The district’s Transportation Department has worked diligently to reduced bus idling times and secure grants to retrofit school buses with diesel emissions controls. As a result of their efforts, the department in 2009 was honored as one of the Top 40 Green Fleets in North America. There are more than 38,000 public fleets in North America and only 9,000 received applications for the award. The Transportation Department also was honored earlier that year for being the first school district in the state to receive Ohio’s Green Fleet Award.

GOAL 3: THE BEST STAFF ARE RECRUITED, SELECTED, DEVELOPED & RETAINED.

Our Employees

Total Full Time Equivalent (FTE)	1,549
Total FTE Teachers	967
% Highly Qualified	100
% w/ Master’s degree or higher	75
% w/ 10+ years experience	58.7
% properly certified/licensed teaching a core academic subject area	100

- ⊕ An on-line employee training system launched in 2011 has allowed WCSD to more efficiently meet state and federal employee training mandates, such as bloodborne pathogen awareness and the use of emergency defibrillators. More than 1,600 employees have received on-line training in at least one of 43 different courses that have been assigned to district staff.
- ⊕ District officials have taken advantage of Waiver Days offered by the State to conduct in-house professional development that is designed to meet the specific needs of our students and faculty. Waiver Days allow district classified and licensed staff members to learn best practices from each other, which ultimately saves the district money. The same training opportunities, if provided through outside services, not only would require the district to pay registration fees, but the one-day cost for substitute teachers alone would be an estimated \$93,000. The district’s cost for holding its own training on Waiver Days is approximately \$8,800.
- ⊕ Westerville City School District transportation employees exceed Ohio’s minimum health screenings for drivers, which requires them only to complete an annual physical exam. In addition to the standard physical, Westerville’s driver also perform an ability test, which demonstrates their ability to perform safety sensitive elements in the case of an emergency. For example, the drivers have to evacuate a rescue mannequin from the bus and re-enter through the back of the bus. Drivers must pass the ability test in order to drive for Westerville City Schools.

GOAL 4: COMMUNITY, PARENTS, STUDENTS & STAFF ARE ENGAGED AS PARTNERS IN EDUCATION.

Our Support Organizations

Parent organizations, booster groups, individuals and other support organizations have had a positive impact on fundraising to provide additional learning opportunities for students. It is not uncommon for the district to receive more than \$1 million in donations annually.

- ⊕ District officials increased internal and external outreach efforts through initiatives such as Coffee & Conversation meetings with the community, Staff Chats with district employees, and the Fourth Friday “School Daze” Educational Showcase held in Uptown Westerville every September.
- ⊕ District officials have encouraged and supported the launch of several new support organizations, including the Westerville Extra Curricular Foundation, Westerville Alumni Association, Westerville Elementary Boosters, International Baccalaureate Booster Group, and Community Engagement Committee. These volunteer groups work tirelessly to support academic, extra-curricular and co-curricular opportunities for students throughout the district.
- ⊕ The Board of Education has increased its efforts to take advantage of the wealth of knowledge possessed by the area’s business leaders. Business owners and executives have since added their perspective, expertise and guidance to numerous academic and operational initiatives of the district.
- ⊕ The Westerville City School District has expanded partnerships and collaborative efforts with area colleges and universities, which provides enriched academic opportunities for students and staff alike.
- ⊕ The district has expanded opportunities for students to apply knowledge through real-world applications, such as robotics competitions, future cities contests, the annual invention convention, geography bees, spelling bees, mock trials, and much more.
- ⊕ As part of a concerted effort to reach more families, schools are holding events at homes and in the neighborhoods where their students live. Many teachers and administrators hold home visits, conduct conferences at home, and take Back to School days into the neighborhoods so that parents do not have to travel.
- ⊕ The district’s English as a Second Language (ESL) program provides support to families who have a primary home language other than English. Their efforts have resulted in the formation of a Latino Moms group and a Somali Moms group, both of which work to strengthen the home-school relationship for the benefit of students receiving ESL services.
- ⊕ Five Westerville elementary schools participated in an OAESA Readyschools Grant, which supports the relationships between public schools and area preschool and child care facilities. The goal of the grant is to provide the public school system with as much academic and social emotional information about its incoming kindergarteners as possible so the district is ready to receive its youngest learners.
- ⊕ District employees build positive relationships between the WCSD and its communities by serving on numerous boards and committees, such as the Genoa Township Business Association and Westerville Martin Luther King, Jr. Breakfast Celebration Planning Committee, among others.
- ⊕ The district over the past five years has accommodated an increased use of its facilities during non-school hours by 200+ community groups and organizations. WCSD expects to have issued approximately 400 permits and received more than \$300,000 in fees to cover facility use costs for the 2012-13 school year.
- ⊕ District employees are considered authorities in their respective areas of expertise and frequently are asked to be guest speakers, presenters and lecturers for education classes offered by higher education institutions throughout central Ohio.
- ⊕ The district offers free workshops for families and community members at its Academic Enrichment Center. Recent sessions have included, “How your Privacy and your Safety is Impacted by Social Networking, Twitter, and Hundreds of New Applications Created for Smart Phones;” “Age is Just a Number: Living Better, Longer in the 21st Century;” and “Creating a Positive Digital Footprint.”
- ⊕ In addition to their financial support, parent organizations annually provide between 100,000 and 150,000 volunteer hours to support the curricular and extra-curricular programs in our schools. This equates to 67 to 101 full-time employees working each school day.
- ⊕ The district has fostered many new business partnerships and strengthened its relationship with numerous community organizations, such as the Rotary Club, Kiwanis Club, Westerville Area Resource Ministry, Westerville Communicate & Connect, and quarterly partnership meetings that involve the City of Westerville, Otterbein University, Westerville Library, Westerville Area Chamber of Commerce, and Westerville City Council.
- ⊕ Westerville City Schools annually hosts the Ohio Chinese Festival Chinese Festival, which showcases multiple aspects of Chinese culture. The festival, which has received international broadcast attention, is organized by Chinese Culture Link, the Ohio Contemporary Chinese School, and other national and local non-governmental Organizations.

GOAL 5: FINANCIAL RESOURCES ARE MAXIMIZED TO SUPPORT EDUCATIONAL SUCCESS.

Our Budget

FY13 Appropriations \$148 million
FY11 Per-pupil expenditure \$10,890

- ⊕ Budget managers are held accountable to regularly seek out new ways of doing things that result in cost savings, increased operational efficiencies or alternative revenues for the district. This austerity initiative has resulted in more than \$18 million of austerity measures.
- ⊕ District officials have benchmarked various areas of operations against the private sector in an effort to identify potential increased operational efficiencies.
- ⊕ As part of its ongoing effort to decrease insurance premium costs, WCSD in January 2013 switched from a fully-insured health plan to a self-insured plan. This change is projected to result in an estimated savings of \$1 million to \$3 million, depending upon the number and types of claims filed.
- ⊕ The district refinanced a portion of its bond indebtedness to significantly reduce future interest payments. Similar to residents refinancing a home mortgage to save money, school officials took advantage of unique market conditions to reduce costs. Those actions saved the residents of the Westerville School District approximately \$1 million.
- ⊕ District officials aggressively pursued and negotiated reduced premium rate increases from the district's health insurance provider. These efforts ultimately resulted in a 5 percent reduction to projected rate increases for Fiscal Year 2013 and a savings of approximately \$1 million to the district's budget.
- ⊕ District officials rebid a contract for insurance brokerage services, which resulted in an annual savings of \$90,000.
- ⊕ The district seeks reimbursement for school-based medic-aid services for eligible services specified within Individualized Education Plans. The return is upwards of \$300,000.
- ⊕ The district takes full advantage of the federal E-rate program for technology-related purchases. Over the last five years, E-rate has resulted in \$796,453 in discount savings for the district.
- ⊕ The district pursues Ohio K-12 Network funds, which over the last five years has generated \$241,600 in revenue.
- ⊕ Parent organizations, booster groups, individuals and other support organizations have had a positive impact on fundraising to provide additional learning opportunities for students. Donations to the district totaled approximately \$1.13 million over the last five years.
- ⊕ Over the last five years, the district has received approximately \$350,000 in competitive grants and financial support from organizations such as the Westerville Education Challenge and the Westerville Education Foundation.
- ⊕ The Academic Affairs division implemented the use of Destiny resource manager, textbook manager and library manager to manage inventories and assets. The system also provides students with an account to access various online library services.
- ⊕ When practical, district officials take advantage of the multi-year purchase of resources and licenses to reduce long-term costs.
- ⊕ Schools, departments and offices across the district have increased their use of electronic paperless communication, thereby saving both financial and natural resources.
- ⊕ The district's Special Education program is serving a greater number of low-incidence students within the district, which reduces overall costs and eliminates difficult transitions for students. Previously, the district would spend \$25,000 to \$35,000 per student served by out-of-district programs, plus the cost of transportation and any related services required by Individualized Education Plans.
- ⊕ The Best of Both Worlds transition program serves students with multiple disabilities who have completed their credit requirements for graduation but have not completed their transition goals. Our students are provided with employment and social activities in district and work with Otterbein University students on fitness activities, social activities and class projects. Providing this program saves the district approximately \$200,000 per year as compared to the previous model of sending students to programs outside of the district.



Vision

Our vision is to be the benchmark of educational excellence.

Mission

Our mission is to prepare students to contribute to the competitive and changing world in which we live.

Values

The Westerville School District and those who represent it acknowledge that an educational institution must promote, uphold and reflect the values for which it stands, as well as those for which its community stands, in all work and learning environments under its care. Driven by a vision to be the benchmark of educational excellence, the Westerville School District strives daily to exemplify the following organizational values:

Respect

We recognize individuality and that every person has worth, dignity, and the right and ability to learn and contribute.

Inclusiveness

We believe every person should have an equal opportunity to access and participate in all educational offerings.

Community

We are an integral part of the community and contribute to its success.

Communication

We foster opportunities to listen, question, reflect, and share thoughts, ideas and insights.

Collaboration

We embrace our diversity, interdependence, and the importance of learning from and with each other throughout life.

Innovation

We encourage creativity in the advancement of new ideas.

Nurturing

We ensure a safe and welcoming environment that allows every person to maximize his or her potential and character.

Trust

We deliver on our commitments and demonstrate consistency between our actions and our words.

Accountability

We are accountable to our students, our community, and each other.