



Dave Yost • Auditor of State

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Dave Yost • Auditor of State

To the residents, elected officials, management, and stakeholders of the Green Local School District, Orrville City School District, Rittman Exempted Village School District, and Southeast Local School District,

At the request of these districts, the Auditor of State's Ohio Performance Team conducted a performance audit to provide an independent assessment of the effectiveness of their Straight A Grant. This report has been provided to the districts and its contents have been discussed with the appropriate elected officials and the management of the districts.

The districts have been encouraged to use the management information and recommendations contained in the performance audit report. However, the districts are also encouraged to perform their own assessment of the Grant and develop alternative management strategies independent of the performance audit report. The Auditor of State has developed additional resources to help Ohio governments share ideas and practical approaches to improve accountability, efficiency, and effectiveness.

SkinnyOhio.org: This website, accessible at <http://www.skinnyohio.org/>, is a resource for smarter streamlined government. Included are links to previous performance audit reports, information on leading practice approaches, news on recent shared services examples, the Shared Services Idea Center, and other useful resources such as the Local Government Toolkit. The Shared Services Idea Center is a searchable database that allows users to quickly sort through shared services examples across the State. The Local Government Toolkit provides templates, checklists, sample agreements, and other resources that will help local governments more efficiently develop and implement their own strategies to achieve more accountable, efficient, and effective government.

This performance audit report can be accessed online through the Auditor of State's website at <http://www.ohioauditor.gov> and choosing the "Search" option.

Sincerely,

A handwritten signature in black ink that reads "Dave Yost".

Dave Yost
Auditor of State
October 20, 2015

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Executive Summary

Straight A Fund Overview¹

The Straight A Fund was first introduced in Ohio's FY 2013-14 and FY 2014-15 biennial budget. The Fund's main objective is to help Ohio schools implement new ideas to improve education and meet the unique needs of every student in every classroom.² Local educators are able to submit innovative, workable ideas that could significantly advance one or more of the following goals:

- An increase in student achievement;
- A reduction in spending (as evident in the five-year forecast or positive performance on other fiscal measures established by a Straight A Fund Governing Board);
- An increase in the share of resources directed into the classroom; and/or
- The use of a shared services delivery model that demonstrates increased efficiency and effectiveness, long-term sustainability, and scalability.

Grant awards are capped at \$1.0 million per applicant, and \$15.0 million for consortium grants. The biennial budget dedicated \$100 million and \$150 million in FY 2013-14 and FY 2014-15, respectively, to school districts throughout Ohio to implement ideas that conform to the requirements of the Fund.

A nine-member Governing Board oversees the grant process and uses standard practices set forth by the Ohio Department of Administrative Services; including use of reviewers and scorers and determining potential conflicts of interest. The initial screening process begins with three scorers independently screening each grant proposal to determine its financial sustainability. Once sustainability has been determined; four additional scorers evaluate the program's merit. If an applicant makes it through the initial screening process, 30 additional grant advisors review and recommend top applicants. These advisors compare expected cost savings to the cost of sustaining the grant over five years and rank the proposals in order. This ranking list is submitted to the Governing Board which then submits the final list to the Ohio Controlling Board for approval.

After approval, the Ohio Department of Education (ODE) is responsible for ongoing grant oversight. Districts must be financially able to maintain their projects over five years, either through program cost efficiency or by eliminating other, unneeded or unsuccessful programs or processes. In addition to monitoring ongoing financial sustainability, ODE will track the academic impact of each project.

¹ www.education.ohio.gov/Topics/Straight-A-Fund

² Including city, local, exempted village, joint vocational school districts; individual school buildings; educational service centers; community schools; Science, Technology, Engineering and Mathematics (STEM) schools; college-preparatory boarding schools; education consortia; institutions of higher education; and private entities partnering with one or more of the entities listed above.

Purpose and Scope of the Audit

This performance audit was included as a part of an approved grant application. The grant application was developed and submitted by four school districts, Rittman Exempted Village School District (REVSD)³, Green Local School District (GLSD), Orrville City School District (OCSD), and Southeast Local School District (SLSD), hereafter referred to as the Compact. The Compact requested the Auditor of State's (AOS) Ohio Performance Team (OPT) conduct a performance audit to assess implementation of the grant agreement as well as to determine if the goals of the grant were met.

Performance Audit Overview

The United States Government Accountability Office develops and promulgates Government Auditing Standards that provide a framework for performing high-quality audit work with competence, integrity, objectivity, and independence to provide accountability and to help improve government operations and services. These standards are commonly referred to as generally accepted government auditing standards (GAGAS).

Performance audits are defined as engagements that provide assurance or conclusions based on evaluations of sufficient, appropriate evidence against stated criteria, such as specific requirements, measures, or defined business practices. Performance audits provide objective analysis so that management and those charged with governance and oversight can use the information to improve program performance and operations, reduce costs, facilitate decision making by parties with responsibility to oversee or initiate corrective action, and contribute to public accountability.

OPT conducted this performance audit in accordance with GAGAS. These standards require that OPT plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for findings and conclusions based on the audit objectives. OPT believes that the evidence obtained provides a reasonable basis for our findings and conclusions based on the audit objectives.

Audit Methodology

To complete this performance audit, auditors gathered data, conducted interviews with individuals associated with the various divisions internally and externally, and reviewed and assessed available information.

As previously noted, performance audit services were included as a part of the grant agreement for the purpose of determining whether or not the goals of the grant were met. This performance audit includes two main methods of analyzing the success of the grant: an **Operational Analysis**, which includes overall performance measures using key performance indicators (KPIs) and a **Goals Assessment**, which includes a comparison of the condition prior to, and after, the grant based on the goals of the grant.

³ REVSD was the lead applicant on the Straight A Fund grant.

The performance audit involved information sharing with the Compact, including drafts of findings and recommendations related to the identified audit areas. Periodic status meetings throughout the engagement informed the Compact of key issues, and shared proposed recommendations to improve operations. The Compact provided verbal and written comments in response to various recommendations, which were taken into consideration during the reporting process.

AOS and OPT express their appreciation to the elected officials, management, and employees of the Compact for their cooperation and assistance throughout this audit.

Summary of Goals, Conclusions, and Recommendation

The following table summarizes agreement goals as well as performance audit conclusions and recommendation.

Summary of Goals, Conclusions, and Recommendation

Goals and Conclusions	
Goal 1	Reduce replication of work
Conclusion 1	The Compact eliminated 1.0 FTE treasurer position, 0.1 FTE substitute caller position, and automated the substitute application process
Goal 2	Eliminate paper processes and create more efficient means of communication and access to information by implementing innovative web-based technologies and electronic work flow procedures
Conclusion 2	The Compact implemented web-based technologies
Goal 3	Align information, system and service quality of fiscal services between all four districts
Conclusion 3	The Compact aligned payroll, payables, and job numbers between districts
Goal 4	Strengthen the expertise and improve functional knowledge of staff to further develop their current role, or prepare them for more advanced positions
Conclusion 4	The Compact increased employee knowledge and cross trained
Goal 5	Increase transparency of the participating schools
Conclusion 5	The Compact increased transparency for stakeholders
Recommendation	
R.1	Develop additional key performance indicators

Background

Innovative Shared Service Agreement

In FY 2007-08, Orrville City School District (OCSD) and Rittman Exempted Village School District (REVSD) created a shared employment agreement for the superintendent and treasurer positions. This agreement also resulted in the consolidation of fiscal offices and a reduction of staff through attrition. In FY 2011-12, Green Local School District (GLSD) was added to the agreement, further consolidating the fiscal services of these three districts.

In FY 2013-14, the three districts and Southeast Local School District (SLSD) applied for a grant from the Straight A Fund with the goal of creating an innovative shared services agreement (ISSA) which would combine fiscal service functions between districts and provide more efficient and cost effective services. The districts created a business process model to achieve success which included the following six goals:

- **Goal 1:** Aligning information, system and service quality of fiscal services between all four districts;
- **Goal 2:** Reducing replication of work;
- **Goal 3:** Strengthening the expertise and improving functional knowledge of staff to further develop them in their current role, or preparing them for more advanced positions;
- **Goal 4:** Eliminating paper processes and creating more efficient means of communication and access to information by implementing innovative web-based technologies and electronic work flow procedures;
- **Goal 5:** Increasing transparency in government; and
- **Goal 6:** Creating a greater utilization of resources in the classrooms of all four districts.⁴

The districts intended to achieve the above goals by adding a fourth district, Southeast Local School District (SLSD), to the agreement beginning in FY 2014-15. The addition of SLSD to the Compact was intended to allow all four districts to further align processes and information systems.

⁴ Goal 6 was outside of the agreed upon scope of this performance audit. However, it can be reasonably inferred that any savings identified through implementation of Goals 1 through 5, would result in more resources available to district classrooms.

Operational Analysis

One method of evaluating success is the development and tracking of KPIs. **Table 1** shows fiscal office KPIs for FY 2013-14 and FY 2014-15. **Table 1** includes three sets of KPIs, staffing, payables, and payroll. These three sets of KPIs show efficiencies or inefficiencies by function. With the development of the Compact, 2.0 FTEs are responsible for processing payroll for all four districts. This function is hereafter referred to as the Payroll Department. FY 2013-14 is used as the base year, or the year prior to the grant, where FY 2014-15 is the comparison year, which documents the current (post implementation) state. Included in **Table 1** is a comparison of full-time equivalents (FTEs). This analysis is important because reviewing KPIs over time helps to quickly identify areas in which efficiencies have been gained or identify areas where improvements are still needed.

Table 1: Fiscal Office KPIs

	FY 2013-14 (Base Year)	FY 2014-15 (Current State)	Difference	% Difference
Fiscal Office Staffing				
Treasurer	2.0	1.0	(1.0)	(50.0%)
Assistant Treasurer ¹	1.0	0.0	(1.0)	(100.0%)
Payroll	2.0	2.0	0.0	0.0%
Payables	2.0	3.0	1.0	50.0%
Total Staffing	7.0	6.0	(1.0)	(14.3%)
Total Payroll ²	\$560,809	\$510,249	(\$50,560)	(9.0%)
Payables Workload Metrics				
Payables FTEs ³	2.5	3.0	0.5	20.0%
Purchase Orders	6,180.0	5,867.0	(313.0)	(5.1%)
Checks	9,417.0	9,666.0	249.0	2.6%
Purchase Orders per FTE	2,472.0	1,955.7	(516.3)	(20.9%)
Checks per FTE	3,766.8	3,222.0	(544.8)	(14.5%)
Payroll Workload Metrics				
Payroll FTEs ⁴	2.5	2.0	(0.5)	(20.0%)
W-2s	1,315.0	1,364.0	49.0	3.7%
Pays per Year	98.0	96.0	(2.0)	(2.0%)
Payroll Checks	22,337.0	22,009.0	(328.0)	(1.5%)
W-2s per FTE	526.0	682.0	156.0	29.7%
Pays per Year per FTE	39.2	48.0	8.8	22.4%
Payroll Checks per FTE	8,934.8	11,004.5	2,069.7	23.2%

Source: GLSD, OCSD, REVSD, and SLSD

Note: Base year and current state are inclusive of all four districts operations.

¹ For FY 2013-14 the Assistant Treasurer spent 50 percent of time on payables and 50 percent on payroll. In FY 2014-15, 100 percent of time was attributed to payables.

² Total Payroll is inclusive of regular hours, overtime hours, and benefits.

³ Payables FTEs increased due to the Assistant Treasurer shifting to full-time payables.

⁴ Payroll FTEs decreased due to the Assistant Treasurer shifting to full-time payables.

As shown in **Table 1**, the Compact eliminated 1.0 FTE treasurer position, and reassigned duties of the remaining fiscal office staff from FY 2013-14 to FY 2014-15. This realignment of staff in the fiscal office impacted the per FTE workload metrics. Overall, payables efficiency decreased, while the Payroll Department gained efficiencies. Overall, total fiscal office payroll costs decreased as a result of implementing the grant.

Goals Assessment

Below is an assessment of, and conclusion for, each of the five goals contained in the grant that were within the scope of this performance audit. Each goal includes a comparison of the base year (prior to grant implementation) to the current state (after grant implementation) using KPIs, where applicable. Furthermore, OPT attempted to identify additional KPIs that could be used to evaluate each goal for areas where this information is not currently available.

Goal 1: Reduce replication of work

Prior to Grant Implementation – For this goal, two main areas were impacted, staffing and substitutes.

- **Staffing** – In FY 2013-14, OCSD, REVSD, and GLSD shared a Treasurer through a shared services contract. The shared Treasurer acted as the chief financial officer, served each Board of Education, and fulfilled all Treasurer duties and responsibilities. These districts also employed an additional 4.0 FTE fiscal employees. In FY 2013-14, SLSD employed its own Treasurer and Assistant Treasurer (both 1.0 FTE) and these staff shared payroll and payables duties.
- **Substitutes** – Although three of the districts shared a Treasurer, each district was responsible for maintaining a list of substitutes in order to fill an absent educational position. This resulted in a process whereby any substitute expressing interest in working for any of the four districts was required to submit an application to each district individually. For example, if an individual wanted to be a potential substitute for all four districts, their information would be submitted four times. Each district had designated employees who were responsible for calling a list of substitutes until openings were filled.

After Grant Implementation

- **Staffing** – In FY 2014-15, with the use of grant funds, the four districts were able to complete the shared service agreement, thus creating the Compact. At the end of FY 2013-14, the SLSD Treasurer left the District, and with the creation of the Compact, the position was not replaced. The remaining 1.0 FTE fiscal office staff member was combined with the other three districts' fiscal department, and transitioned to a full-time payables employee.
- **Substitutes** – During FY 2014-15, all Compact members began using a software system that automated the payroll process for substitute teachers. Additionally, the combined fiscal office for all four districts developed a form that allows a substitute to turn in their information one time and give permission for it to be used at all four districts. Substitutes are able to view and accept available positions online, decreasing the use of substitute callers.

Conclusion 1 – The use of grant funding provided the opportunity to consolidate and share a single treasurer position between all four Compact members, combine fiscal services, and automate the substitute calling process. This consolidation of resources resulted in the elimination of 1.0 FTE treasurer position and 0.1 FTE caller position. In addition to the reduction of the 0.1 caller position, the districts also reduced overtime of the remaining substitute caller positions. The rate of expenditure reductions from consolidating these positions was significant.

Specifically, in FY 2013-14, the four districts spent approximately \$9,400 combined on overtime for substitute caller positions, while in FY 2014-15, the four districts spent approximately \$500; a reduction of \$8,900 or 95.0 percent.

Realized Savings: The reduction of 1.0 FTE treasurer, 0.1 FTE substitute caller, and a reduction of overtime resulted in Compact-wide annual savings of \$100,400 in salaries and benefits. This savings was calculated using actual salary information and includes an average benefit ratio of 44.7 percent.⁵

Goal 2: Eliminate paper processes and create more efficient means of communication and access to information by implementing innovative web-based technologies and electronic work flow procedures

Prior to Grant Implementation – For this goal, two main areas were impacted, payroll and payables.

- **Payroll** – In FY 2013-14, OCS D and REVSD had 1.0 FTE responsible for processing payroll for both districts. GLSD had 1.0 FTE responsible for processing payroll, and SLSD had one employee who split time at 50 percent payroll and 50 percent payables. Additionally, in FY 2013-14, employees and substitutes at all four districts completed paper timesheets or exception reports,⁶ and paper travel reimbursements. Absence and timesheet information was verified and hand entered by payroll personnel into the Uniform Staff Payroll System (USPS) and Future Pay⁷ for check disbursement. In addition to paper timesheets and paper travel reimbursement reports, GLSD and SLSD also used paper leave requests, while OCS D and REVSD’s employees completed leave requests electronically.
- **Payables** – In FY 2013-14, GLSD and SLSD’s fiscal office employees were processing and entering purchase orders. This process involved paper-based purchase orders being completed and signed by hand, and then entered into the Uniform School Accounting System (USAS) to be processed. All purchasing documentation was maintained as paper copies. In contrast, OCS D and REVSD utilized an electronic purchasing system where requisitions were entered at the building level and approved by the Treasurer electronically. All purchasing documentation was maintained electronically.

After Grant Implementation

- **Payroll** – In FY 2014-15, the Compact combined the payroll functions for all four districts, thus creating the Payroll Department. The Payroll Department consists of 2.0 FTEs. Additionally, the Compact used grant funds to purchase new software that allows employees to complete timesheets and leave requests electronically. Once employee time and attendance information is entered, it is electronically approved by a supervisor. Finally, the Payroll Department verifies, approves, and imports the information into Future Pay for check disbursement. Travel reimbursements are also processed electronically through the same software and follows a similar process. The Compact has not fully completed implementation

⁵ Calculated using FY 2013-14 personal services expenditures divided by the employees’ retirement/insurance benefits expenditures from SLSD’s May 2015 five-year forecast.

⁶ Exception reports are filled out by an employee to document any deviations from their regular working schedule; for example, sick leave, personal leave, or overtime.

⁷ Future Pay is a payroll check disbursement software.

of the fully electronic process. In FY 2014-15, all cafeteria and custodial employees began using the system with plans to incorporate all Compact employees during FY 2015-16.

- **Payables** – GSLD and SLSD have transitioned to the software system and process of electronic approvals that OCSD and REVSD used in FY 2013-14, thus streamlining the processes and decreasing transaction processing time. In addition, all paper-based purchasing documentation is being phased out in favor of electronic documentation.

Conclusion 2 – All members of the Compact now operate using the same payroll and payables software systems. The full use of electronic timesheets is in the implementation phase for all employees and payroll employees no longer have to hand enter time worked for all employees. The Payroll Department noted that the amount of time required to process payroll has significantly decreased since employees are able to enter their own work and leave hours. In addition, payroll personnel indicated that the number of errors, such as number transposition or misinterpretations of handwriting, has decreased. Additionally, all members of the Compact utilize the same system for financial reporting, vendor records, accounts payable, and accounts receivable.

Although the Compact has fully implemented or is in the process of fully implementing the new software systems, tracking and monitoring KPIs would assist when attempting to determine the degree of success, including overall efficiency gains and/or realized savings. In addition to the KPIs shown in **Table 1**, the Compact could institute additional KPIs, and before and after measurements, such as total payroll processing time, number of payroll errors and miscalculations, and purchasing initiation to completion. These types of before and after KPIs will help to fully measure the benefits realized, but will also help to ensure that the Compact continues to realize future benefits.

Goal 3: Align information, system and service quality of fiscal services between all four districts

Prior to Grant Implementation – In FY 2013-14, all four districts had job numbers assigned for each position in USPS with each district having the ability to assign job numbers differently.

After Grant Implementation – In FY 2014-15, the Payroll Department developed one common set of USPS job numbers for all Compact members. For example, head cooks are all now job number 20, and regular custodians are all now job number 70.

Conclusion 3 – The alignment of USPS job codes streamlined processing for the Payroll Department. In addition to this change, Compact members made changes to the substitute application process (see **Goal 1**) as well as payroll and payables (see **Goal 2**).

As noted in the grant application, the grant funding would be used to align information, systems, and service quality of fiscal services across all Compact members. In addition to the KPIs shown in **Table 1**, the Compact could institute additional KPIs, and before and after measurements, such as percentage of reports delivered/submitted on time, number of reported errors per submitted report, number of calls per FTE, number of problems and issues handled per FTE,

amount of research time, and response time to customer questions. These types of before and after KPIs will help to fully measure the benefits realized, but will also help to ensure that the Compact continues to realize future benefits.

Goal 4: Strengthen the expertise and improve functional knowledge of staff to further develop their current role, or prepare them for more advanced positions

Prior to Grant Implementation – For this goal, two main areas were impacted, location and training.

- **Location** – In FY 2013-14, fiscal and payroll employees of OCSD and REVSD were working out of the OCSD administrative offices, while GLSD and SLSD fiscal and payroll employees were working at their respective administrative offices.
- **Training** – Employee training practices were also unique to each separate working arrangement.

After Grant Implementation

- **Location** – The formation of the Compact, along with the resources from the grant, allowed all four member districts’ fiscal and payroll employees to permanently move to a single location, the OCSD administrative offices. The grant also provided resources for employees to have a second computer monitor, and a new multi-function printer that has improved scanning and copy functions.
- **Training** – With the implementation of the new software systems, all fiscal and payroll employees were required to learn the new systems and attend trainings to increase their knowledge of the systems and capabilities. In addition to learning the new systems, the Payroll Department has developed training and continues to provide training to all Compact employees, specifically, training on the new time and attendance software.

Conclusion 4 – Employees gained additional responsibilities and knowledge that will assist them in completing their jobs more effectively. Employees also identified that being collocated has allowed for improved working relationships resulting in shared knowledge and skill sets.

In addition to the functional knowledge and working relationship gains, the Payroll Department was also able to process similar workloads from FY 2013-14 to FY 2014-15 with fewer FTEs (see **Table 1**). The Compact should continue to monitor KPIs to verify and improve workload ratios.

Goal 5: Increase transparency of the participating schools

Prior to Grant Implementation – The Compact members did not all have Board of Education information, including minutes and agendas available to the public on their respective websites.

After Grant Implementation – It was initially identified that a portion of the grant funding would be used to purchase software that would allow all Compact members to document and post Board of Education information, such as agendas and minutes, on their websites. However, after further research, it was determined that the same goal could be accomplished without purchasing the software. A review of the websites showed that all Compact members now have

Board of Education webpages that include meeting information, historical agendas, and meeting minutes as well as contact information for Board members.

The Compact also developed an informational packet that describes the changes made possible through the grant.

Conclusion 5 – The Compact members have made efforts to increase transparency, through making more information available on their websites and publishing an informational packet. Additional measures could be taken to increase transparency to stakeholders, such as continuing to provide updates on the results of the grant, cost savings actually realized, and any future improvement initiatives that the Compact plans to engage in. In addition to the informational packet, the Compact requested this performance audit, which provides an objective, independent assessment of the success of the grant.

Recommendation 1: The Compact should develop and track additional KPIs that are specifically targeted toward measuring the efficiency and effectiveness of current and future operations. A robust system of performance measures will allow the Compact, and members, management, elected officials, and stakeholders to clearly assess overall successes as well as identify continued opportunities for improvements.

In order for the Compact to more comprehensively measure and demonstrate success relative to the stated goals of the Straight A Fund grant, additional KPIs should be developed. While **Table 1** shows KPIs that OPT was able to compare for the Compact, there are other performance indicators which could be critical or informative to success.

Key Functions of your Accounting Department (Pacific Crest Group, 2013) identifies additional KPIs that an entity can track in order to assess the essential functions of its finance/accounting department, including:

Disbursements/Expenditures:

- Number of reconciliations completed monthly;
- Number of reconciliations completed yearly (prior year versus current year);
- Average number of business days to complete reconciliations;
- Number of payments processed;
- Cost per payment processed; and
- Cost per pupil/citizen.

Receipts:

- Number of receipts processed monthly; and
- Cost per receipt transaction.

Payroll:

- Number of payroll errors per year (prior year versus current year);
- Cost per payroll transaction; and
- Cost per pupil/citizen for payroll processing.

Financial Reporting:

- Number of management reports provided;
- Percentage of reports delivered/submitted on time; and
- Number of reported errors per submitted report.

Financial Controls:

- Frequency of review/updates to policies and procedures reported to governing body (track most recent review/update);
- Timeliness of days to publish/release annual audit; and
- Cost of annual audit per pupil/citizen.

While the above does not represent an exhaustive list of relevant KPIs, regularly tracking and evaluating such measures could aid the Compact in sustaining the improvement in Fiscal Office operations. Such measures should be used to create an internal benchmarking system. In developing an internal benchmarking system, the organization should:

- Develop ambitious, yet achievable targets;
- Regularly collect relevant data;
- Record and track collected data;
- Compare prior and current data;
- Report performance related to each benchmarking measure; and
- Utilize performance data for future decision-making.

The use of KPIs can assist the Compact when making decisions and assist in ensuring increased efficiencies. The Compact should identify additional KPIs that would benefit its members, management, elected officials, and stakeholders. The Compact should then begin to track the necessary information over time in order to gauge initial and sustained success. For example, while increasing the efficiency of the Payroll Department is beneficial, the Compact also needs to balance the effectiveness of the payroll function. Monitoring the cost per payroll transaction is important, but so is the number of errors per payroll transaction.

Appendix: Grant Information

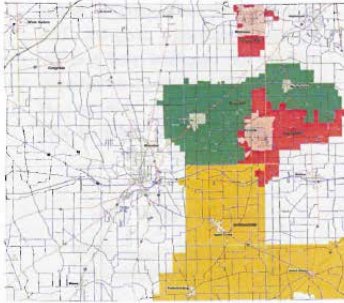
Exhibit 1 and Exhibit 2 show an informational packet that describes the intended use of the Straight A Fund grant monies.

Exhibit 1: REVSD Straight A Grant Summary

"4 DISTRICT" FACTS:

Proximity—
18 miles between district offices

Wayne County - School District Map




District Enrollment:

RITTMAN:	1,146
GREEN:	1,119
ORRVILLE:	1,663
SOUTHEAST:	1,525
TOTAL:	5,453


GENERAL FUND BUDGETS:

RITTMAN:	\$9,877,385
GREEN:	\$10,687,424
ORRVILLE:	\$15,151,752
SOUTHEAST:	\$14,880,545
TOTAL:	\$50,597,106




Rittman Exempted Village Schools

Superintendent—Jon Ritchie
Treasurer—Mark Dickerhoof
330-927-7401
www.rittman.k12.oh.us




Green Local Schools

Superintendent—Judy Robinson
Treasurer—Mark Dickerhoof
330-669-3921
www.green-local.k12.oh.us




Orrville City Schools

Superintendent—Jon Ritchie
Treasurer—Mark Dickerhoof
330-682-5811
www.orrville.k12.oh.us



Southeast Local Schools

Superintendent—Jon Ritchie
Treasurer—Mark Dickerhoof
330-698-3001
www.southeast.k12.oh.us



4 DISTRICT INNOVATIVE SHARED SERVICES

Grant Award:

\$187,790


Awardees:

- Rittman Exempted Village Schools
- Green Local Schools
- Orrville City Schools
- Southeast Local Schools

"Creating a Business Process Model in Wayne County, Ohio by combining Fiscal Services to generate efficiencies and provide additional resources to the classroom"

Source: REVSD

Exhibit 2: REVSD Straight A Grant Summary (continued)



4 District Shared Services

Four public school districts in Wayne County, Ohio have joined together, under one Chief Financial Officer, to streamline fiscal operations, procedures and routine processes, in order to create economic efficiencies and ultimately provide additional resources for educational programs in the four districts. The overall goal is to eliminate the replication of duties in the four district offices, strengthen the expertise of support staff through cross training, eliminate paper processes by implementing electronic work flow procedures and establishing an effective fiscal service centers that focus on continuous improvement.

Other Partners:

- Auditor of State of Ohio
- Midland Council of Governments
- Tri-County Computer Service Association

PROGRAMS—ONBASE

Onbase provides a product that enables users to store documents in an electronic format. All source documents are scanned and filed in Onbase. This provides quick access to District documents from any computer.

PROGRAM—AESOP

AESOP provides an automated substitute teacher procurement process. The payroll process uses an uploaded file from AESOP instead of manually entering time sheets. Absences are posted from HR Kiosk to AESOP automatically.

PROGRAM—KIOSK

HR Kiosk is used to track absences for all staff members. This program allows the payroll staff to upload a file instead of manually entering absences every pay. The program is also use to track teachers professional development plans.

PROGRAM-EMPOWER

Empower is developing a online timesheet software program. This will be for classified staff and replace pencil and paper timesheets. Supervisors will be able to set schedules, approve regular as well as additional hours.

Treasurer's Office Staff:

Mark Dickerhoof, Treasurer/CFO
Email: Roc_mardick@tccsa.net

Payroll:

Lisa Hahn
Gren_lhahn@tccsa.net

Chris Cvanciger
Ritt_cvancig@tccsa.net

Accounts Payable:

Dawn Wagner
Orvl_wagner@tccsa.net

Betty Jane Coleman
Soea_bjcoleman@tccsa.net

Patricia Weis
Gren_pweis@tccsa.net

Fiscal Offices located
Orrville City Schools

Source: REVSD

Client Response

The letter that follows is the District's official response to the performance audit. Throughout the audit process, staff met with District officials to ensure substantial agreement on the factual information presented in the report. When the District disagreed with information contained in the report, and provided supporting documentation, revisions were made to the audit report.



RITTMAN EXEMPTED VILLAGE SCHOOL DISTRICT
100 Saurer Street
Rittman, Ohio 44270
(330) 927-7400

James Ritchie
Superintendent

Mark Dickerhoof
Treasurer

October 8, 2015

Mr. David Yost
Auditor of State of Ohio

Dear Auditor Yost,

On behalf of the Rittman Exempted Village Schools District, Orrville City School District, Green Local School District and the Southeast Local School District, I would like to take this opportunity to thank the entire Performance Audit Team for the outstanding work they did in preparing the performance report and Straight A grant review for the four Districts. Their dedication, professionalism and willing to listen were evident throughout the process. This letter of response fulfills the requirement of district response to the performance audit recommendations in the following area:

Recommendation 1 – The District will develop a list of appropriate KPIs that can be used to measure the efficiency and effectiveness of the Treasurer’s office. We use the base data developed and measure future data against it.

The districts appreciate the audit team’s hard work and helpfulness in review this grant. Thanks for all your valuable assistance.

Sincerely,

James J. Ritchie
Superintendent

Mark Dickerhoof
Treasurer

N. Evans
Principal
High School
927-7140

K. Hamsher
Associate Principal
Middle School
927-7101

S. DeVoe
Principal
Rittman Elementary
927-7461

A. Meredith
Dir. Spec. Serv.
131 N. Metzger St
927-7413



Dave Yost • Auditor of State

RITTMAN EXEMPTED VILLAGE SCHOOL DISTRICT

WAYNE COUNTY

CLERK'S CERTIFICATION

This is a true and correct copy of the report which is required to be filed in the Office of the Auditor of State pursuant to Section 117.26, Revised Code, and which is filed in Columbus, Ohio.

Susan Babbitt

CLERK OF THE BUREAU

**CERTIFIED
OCTOBER 20, 2015**