



MEETING NOTES

Meeting Notes are not official until voted on by the Board of Education at its following Regular Meeting.

- A1 The president called the meeting to order at 6:30 p.m.
- A2 Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst.
- A3 Pledge of Allegiance

NOTE: *The audio recording of the meeting was difficult to decipher, so this document may include several incomplete sentences or inaccuracies. Some of the participant's names may be misspelled.*

B PROGRAMS / PRESENTATIONS

Mr. Stewart said we have several presentations this evening. The first is the team from Hilliard Heritage Middle School. Mr. Joel Assenheimer, principal, will introduce his team, a group of people that have done some work for EL students in math. As you know, our strategic plan has a lot of work around EL throughout.

- B1 Growth in EL Math – The Heritage team will present on the progress made in math scores among English Learner (EL) students. They will provide insights into the strategies and approaches that have contributed to this improvement, including collaboration between the math and EL departments. The presentation will showcase the joint efforts to enhance math instruction for EL students, resulting in measurable academic growth.

Good evening, everyone, Board of Education. Thank you for being here. As Mr. Stewart said, I'm Joel Assenheimer, the principal here. It's our honor and privilege to host you tonight and discuss some of the celebrations from last school year and how that work has continued into this school year.

I know it's no secret to this group and to our community. We've publicized and are very proud of Hilliard City Schools being the number one school district in the state of Ohio in terms of our growth score. As a principal and a competitor myself, I always want to see how we contribute to those numbers. And we have a lot to be proud of.

But I wanted to start off with some comparison data between the 7th and 8th graders, looking not only at our scores but also at the scores across the district. When you look at the cohort for a 7th grader, you think, "I'm the same kid." I go over to 8th grade, and I take the 8th grade OST. There are some misconceptions when you first glance at that data. As far as student growth and performance, our data shows a decrease of 13 percent from that same group when they were in 7th and 8th grade. So I wanted to take an opportunity tonight to explain why, and you'll see if you look across the district, Weaver and Memorial also saw a similar type of decrease.

Why is that? Why does it look like that at first glance? The reason is that all our 7th graders take the OST 7th-grade math test. Now, in 8th grade, they can go down two different roads: either take the Algebra 1 test or the 8th-grade OST math test. When we look at just our students' scores from 7th grade, if I'm a student who took the 7th grade OST and then took the 8th grade OST as an 8th grader, their scores

actually, in fact, go up, and they go up pretty significantly from year to year. That's something that we're very proud of.

And like I said, when we look at our scores and look at our students, my next question is, who are these students? Where are we excelling, and where is the room for growth? And when we talk about every student without exception, we know that has changed over the course of the last few years. What I wanted to do was focus on one group in particular. I know this might be a sign that you've seen before. However, our EL student population over the course of the last six years has increased by over 70%. There's a reason why I bring up EL, and you'll see why in a second. However, holistically, as a district, we have seen a significant increase in our student population. Who are English language learners? Overall, as a district, as we entered this 24-25 school year, about ten and a half percent of all of our students are identified as EL, and here at Heritage, we pretty much mirror what the district sees as well.

So why do I bring that up? So, let's return to the OST math test and look at the cohort that just left our halls. When they were 7th graders, 0% of our EL students passed that 7th-grade OST math test. And then, when we look at our 8th-grade year, we increased that from 0% to 30%, which is, if you're a math nerd like myself, that is infinite growth. But it is a 30% growth from year to year, which is very significant.

When we pull back that curtain, we try to discover what led to that significant amount of growth and what we are doing well. From a structure of support perspective, we created the EL Sheltered Math course led by Mrs. Angie Miyamoto, math teacher, and Mrs. Bethany Lee, EL teacher. They co-taught a sheltered section of only EL students in those math standards over the course of the year. And that's where we saw all that growth come from. So, that 30% growth played a big factor in our building's overall growth of 13%, largely many of those students who showed growth on that test were sitting in our EL room with these two individuals.

I thought it would be a great opportunity to highlight that tonight and hear from them about some of the structures they put in place beyond our classroom structure with EL Sheltered Math. So, I'd like to bring Mrs. Lee and Mrs. Miyamoto to the podium to discuss what they did in class.

We decided to ask if we could have a sheltered class last year rather than having those students integrated into regular ed classrooms. We wanted to focus on communication and slowing down, focusing on the math language. Yeah, as an English teacher, we deliver a kind of full-length math content and also language acquisition at the same time. Many of our students come in with a lot of previous knowledge about the subject; they just need to access the language portion of it. For some of the practices on the slide, especially keeping high expectations, we did a lot of work grouping them together to use first language support, translating, and also just keeping active learning opportunities for them to practice in and out.

We also have two students here from last year, so we invited them to come up and say one thing each. Luana and Angelina are freshmen at Darby this year. Hi, I'm Luana, and...in class last year...*(unable to hear/decipher what these students said)*.

And Mr. Assenheimer will close us out.

I'd like the board and everyone here to give these two individuals a round of applause. My favorite part of this slide is not just the language acquisition, but also those high expectations because the students come with a lot of skills and a large foundation in mathematics, but accessing that while also learning English is a

challenging feat. They've really stepped up, and we are really proud of the work that they've done along with their peers. Thank you for taking the time to listen to us this evening and also supporting the work that's going on in the classrooms.

B2 Embrace, Empower, Inspire Award Winners: Brianna Paige and Gina Schmidt

Mr. Stewart said we have two Embrace, Empower, and Inspire Award winners, and I think I will have Molly Walker come up.

Good evening. It's my pleasure to recognize my secretary, Gina Schmidt, as one of our district-level Embrace, Empower, and Inspire Award winners. She's invaluable to me, and I would like to point out that one of the major things she does is really support the buildings with any testing issues they're having. And if you think about all the different tests that we do and all the different systems that we use to test, she's on the front lines of that. And I'm just so pleased that she was nominated by one of those buildings that she supports. I will read a portion of that nomination to you this evening. "Gina is remarkable in her ability to validate how others feel, listen attentively without judgment, and provide assistance with genuine care. She approaches every task with tireless dedication, and there has yet to be a challenge she couldn't tackle. Her unwavering support ensures that everyone she assists has exactly what they need to excel, both professionally and personally." So, I just want to take a moment to recognize Gina for all she does for us.

Mr. Stewart said Mrs. Constantinovich will introduce our next award winner.

Good evening to everybody on the board. I just wanted to introduce you to Miss Brianna Paige. She was nominated by our Darby Creek staff. I know I speak for all the K-12 buildings she supports when I say that she earned this not only for the individual she is but also just a phenomenal BCBA support across the district. Here's just a snippet of what our team had to say. "She is not only an exceptional BCBA, she's an amazing human being who is deeply invested in supporting the various needs of our students across the Hilliard City School District. She's a wealth of knowledge with behavior intervention, trauma, developmental needs, and more. Bri leads professional development in a manner that is engaging and empowers staff as well as students to feel seen, valued, and heard. She really listens to understand and she genuinely is a problem solver and helps us maximize all the resources that we have in the district. She builds trust in a way that is incomparable to others, and she genuinely cares about the students and staff across the district. She pours countless hours into ensuring that every school has an amazing PBIS system, and she genuinely has such a positive energy that she brings to every single building." So I know I speak for the entire district when I say this was a no-brainer in nominating her for the Embrace, Empower, Inspire award. You're very deserving of this award.

Mr. Stewart congratulated both of the winners. Interestingly, they both support basically every building in the district. Although very specific buildings nominated each of them, I assure you that every single principal in every building would sign off on their nominations. As we travel through the district, we meet with principals, for example, with commitment plans and things like that, and their names come up over and over again. They are very deserving of this award.

B3 National Merit

	Bradley	Darby	Davidson
Commended Scholars:	Finley O’Neill	Jahnvi Anand Haily Lisboa Lauren McKay Jennifer Norris Brynn Schaaf	Micah Canestraro Yazed Mohammed
Semi-Finalists:	Alexander Diaz Charles Pforsich Nicholas Woodham	Yashvi Porhrai Carson Yoder	Josh Lance Leah Pfefferle

Mr. Stewart said Tom Woodford would be next up. He's here to celebrate this year's National Merit Commended Scholars and Semi-finalists.

I am so excited to be here today. Last year, 12 months ago, 1.3 million high school juniors all over the U.S. took the PSAT. The top 50,000 of them will be recognized as National Merit Scholars. And I'm proud to say that we have 15 students at Hilliard City Schools who are a part of that list. 34,000 of them are commended scholars, and 16,000 of them are semi-finalists. It doesn't come naturally to many of these kids, so they spend time studying and preparing. Last September, they were at the Darby Media Center from 7 to 9 at night, two weeks in a row, working on prep for this. We also hosted an SAT boot camp in the spring. As I speak with these students, I know they always map out time throughout their day, on top of AP and CCP classes, to prep for these tests. There are not a lot of students out there who prep for a PSAT, SAT, or ACT, but our kids do, and we see the fruits of all of that labor.

So what I'm going to do is have all of these students standing up here. They're going to tell you their names, as well as their parents' names. They will let you know if they are a committed scholar or semi-finalists and an idea of their future plans. Please understand that it's very early – there are lots of balls in the air now, but they're going to give you a sense of their future plans.

Each student introduced themselves and their parents and stated their award and future plans.

Mr. Stewart also congratulated all of the moms and dads. These kids don't earn these great things in a vacuum. It takes a substantial support system. Congratulations to all of you. Last but not least, I know that you are the students who want to study, so please feel free to head out. You can stay for the meeting, but we understand if you don't.

B4 Meritorious Budget Award – Senator Kunze

Mr. Stewart introduced Senator Kunze.

I'm here to say thank you very much to all of you, especially Melissa and her team, the board, and the administration's vision, for earning the Meritorious Budget Award. On behalf of myself and the Ohio Senate, I brought a proclamation honoring the Hilliard School District for achieving this great award. We just saw how your vision and fiscal responsibility impact your service to children. Congratulations.

Mr. Stewart thanked Senator Kunze for her continued support of the district.

B5 ODE School Report Card – Molly Walker

We are to talk about the report card. So, just a reminder, these are the areas that we're going to go through, all the different components of the report card. I'm going to give you a sneak peek of what could possibly be a coming-up area as well—the college, workforce, and military readiness component.

Remember, the rating system is stars. We can have a half-star rating. So, this is the overall look at the components. The goal is three stars because that is the one that meets the state standards. We want to at least meet state standards in everything that we do. Our overall goal is, of course, to exceed that. So I'm going to cut to the chase. We are at four and a half, which is exceeding state standards. We're very excited about receiving 4.5 (*out of 5*) stars for the second year in a row.

We're going to dig into those components. The component ratings are only whole-star ratings. You cannot get halves in the components. So again, we're looking for three that meet state standards.

So, the first thing we're going to take a look at is achievement. Looking at how students performed on the state tests. It does not consider where they started, just where they ended, but it does consider how well they perform. For example, for every student that passes, we get 1.4, and if they score higher than that proficiency level, we get an additional score. We use the performance index to measure that. Again, we get so many points depending on how well they test. A couple of years ago, they changed the divider. The divider used to be 120, and 120 represented if every district student tested the absolute highest level possible. That would be a score of 120. They said that's probably not very likely, so a couple of years ago, they looked at where they did that dividend by the average of the top 2 percent of districts.

So you can see our progress over time. We had a slight dip, but I don't think this gives an accurate picture because that dividend is always changing. It's hard to do apples to apples. So, I did the comparison again. This is as if it were done the old-fashioned way, so you can see exactly what's happening from here to here. There is a slight dip, but not as much because that dividend keeps changing. So this is the same information; just put it into the old formula instead of the new formula.

We were four stars on achievement, exceeding state standards. Some of our highlights include solving a large variance in our elementary, with some having really big percentages. Our biggest increase is coming in fourth-grade reading. I'm going to share some of the buildings to show you some of the big jumps that we saw. We did see some slight dips here and there in middle school and high school. Those were in line with similar trends happening at the state level. And then Joel stole my thunder about middle school math. Now, I'm sure many of you remember this from last year, so you were already keyed into that. Over a third of the 8th-grade students take a high school credit math class, which could be Algebra 1 or Geometry. So our total 8th-grade math efficiency rate is actually closer to 65% than if you were to just look at the eighth-grade math test.

These are some of the elementary celebrations that we have here. These elementary schools have more than double-digit increases from the previous year at those grade levels. You'll see lots of fourth grades in there. We talked with those principals about these big jumps and repeatedly heard that implementing the commitment to the new resources, as well as the data teaming process where teachers are taking a look at student data and making adjustments, are helping. There's a lot to celebrate, especially in just year one of the curriculum pieces.

The next one we're going to talk about is progress. This one is looking at growth, at where they started and where they ended in comparison to their peers. Again, Joel took my thunder. We are number one in the state of Ohio two years in a row, and we are a perfect five, which significantly exceeds the state standards. So, we got the highest growth index composite, and we looked at the effect size, which is the statistical significance of it, or the top six percent. We are the envy of all. I was at a central Ohio testing coordinator's meeting not too long ago, and they said, man, how did you do that two years in a row? And I said, Psh, this is how we roll here in Hilliard. We're gonna celebrate that.

Our third one is early literacy. Again, this is looking at the reading journey of our students from K through third grade. There are three components to this one. The first one is our percent proficient on the third-grade reading test, which is a 40% weight; the percent promoted to fourth grade, which is a 35% weight; and the improving K-3 literacy weight, which is only 25% of the total. You can see we were at 71%, almost 72% proficient. We were nearly a hundred percent promoted, and we had a 31, nearly 32% improvement in K-3 literacy. So, we were three stars in this component.

I'll say that the K-2 buildings take a hit on this because of the way we're organized. They have access to only one of these components—improving literacy. Improving literacy looks at students who were previously off track in the fall. Are they still off track? Are they on track? So, their score in those individual buildings is a little skewed because it doesn't give the complete picture.

I also want to remind you that this data does not include students who started with Core 95 in kindergarten. We've got one more year until we find out, so this year's third graders have had Core 95 instruction for that decoding piece all the way through, with Wit & Wisdom being year two.

Gap closing is the next one that we're going to examine. This involves examining achievement and other measures, comparing how the majority of students compare to identified student groups. There are often achievement gaps, which involves examining whether we are closing or reducing those gaps so we have targets in each area. We received five stars on this one, which significantly exceeds state standards. This looks at information around gifted chronic absenteeism, achievement, progress and growth, ELA and math, and graduation. This is a very dense reporting piece. These are all the different ways that we look at these different groups.

You can see some of our statistics, some of our subgroup percentages on the left, and then how they fit into the different components. We were five stars on this. We met all of our student group achievement goals in ELA and math. We also met most of our student group growth and graduation rate goals. We met some of our gifted indicators, similar to previous years. We are definitely closing gaps for students.

The next part of this is chronic absenteeism. Attendance has been a focus of ours. So this is a look at our chronic absenteeism data from the state. The state dropped their percentage by 1.3%, and we dropped ours by 3.4%. I'm pleased with the work that buildings are already doing, and I'm taking a look at hitting the ground running again this year in those areas.

The next one is graduation. Remember, we're looking at cohorts and their four-year and five-year graduation rates. And that is based on the year that they enter ninth grade. It assigns them to a cohort, and remember, this is lagging, so to get a five-year graduation rate, it lags a year. So this is really looking at not the 2024 kids that just graduated; this is looking at the kids that graduated a year ago so that we can take a look at those five years. We received three stars from state standards in this, and again, this one's hard to make quick changes to because, again, half of the data is already taken care of by the time the

report card comes out. We saw a one percent increase in our five-year graduation rate, the only one we could have impacted in the last year. It's important to note, too, that the graduation pieces are all over the strategic plan. There are many pieces in there that are tied to graduation and making sure our kids are on pace to be successful when they leave us.

The gap closing also showed that we saw some gains in our student groups. So in 22-23, we met five of five of our nine points that were possible at graduation gap closing. This year we increased that to seven out of nine on this graduation. So again, the percentages are small, and we have those pieces going through, but we're showing improvement.

Finally, here's your preview of what could possibly be coming on the 2025 report card—no sooner than the 2025 report card if it does. This is a look at college career, workforce, and military readiness. Essentially, they're checking to see if every student has something to mark them as ready for the next step – for example, a remediation-free ACT or SAT score- so they are likely to succeed in college. It could be the 12-point credentials that say they're ready for a career or a pre-apprenticeship. It looks at the percentage of our students who are ready-to-go. You can see that they are collecting that data, and we did see a big jump in our scores from last year to this year. Again, this is another piece that is woven into the strategic plan, and a lot of good things will come out of that part of the strategic plan.

Again, our overall reward is four and a half stars out of five. We have 20 out of 25 possible stars. Again, it's our second year being number one in the state. Do you have any questions?

Mr. Vorst said it was a great presentation. He asked a question regarding the college career, workforce, and military readiness slide. Mrs. Walker said Mark Tremayne will be giving the board a presentation regarding this, but the key is looking at how many kids have met at least one of these components. We may have a student who doesn't have a remediation-free ACT or SAT score but does have a 12-point credential. It looks broadly at how a student could demonstrate readiness for the next level. Some students hit many of those things, but the ultimate goal is for every student to attain at least one.

Ms. Arnold asked a question regarding the early literacy component. How does our K-2 configuration impact the overall district score? Molly said that it doesn't because they look at the district holistically. But, it will impact their building score because they are missing 75% of the score.

C ROUTINES

- C1 The agenda is correct as presented.
- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the September 2024 Treasurer's Report.

Mrs. Swearingen said everything is trending in line at this point. The next update will be in November.

- C4 The Board of Education approved the minutes from the following meetings:
 - a. September 9, 2024 – Regular Meeting
 - b. September 9, 2024 – Meeting Notes
 - c. September 23, 2024 – Work Session
 - d. September 23, 2024 – Meeting Notes

D PUBLIC PARTICIPATION

The Board of Education appreciates citizen interest in meetings of the board. This place on the agenda is set aside to hear comments from visitors. When called, please go to the microphone so that remarks may be clearly heard and recorded. You must give your name and limit comments to three minutes. Comments must be respectful and professional in nature. Board members may or may not ask questions or make comments. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of this meeting are being recorded.

There was no public participation at this meeting.

E CONSENT AGENDA

The Board of Education approved the consent agenda, items E1 through E2. Action by the Board of Education in “Adoption of the Consent Agenda” means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately. Employments, where applicable, are contingent upon 1) Verification of education, 2) Proof of proper certification, and 3) Positive results from a criminal records check.

E1 Approved the following Certified Personnel actions – See attachment to the Minutes.

E2 Approved the following Classified Personnel actions – See attachment to the Minutes.

Employment – Stipends-Non-Contractual – effective for the 2024-25 school year:

Approve an hourly rate of \$55 for all staff participating in 21st-century grant activities at JW Reason Elementary.

Approve an hourly rate of \$55 for all staff participating in Title I Power Hour activities at Britton Elementary, Hilliard Crossing Elementary, JW Reason Elementary, and Scioto Darby Elementary.

Discussion:

Mr. Perry noted the following retirees and thanked them for their many years of service: Jill Logan, Patrick Schlecth, and Victoria Smith.

Mr. Vorst asked the superintendent to touch base on the two activities.... Mr. Steart said they are grant activities, and that's just a standard rate that we use for that kind of work.

Ms. Arnold asked if this was JW Reason’s second year for the 21st-century grant. Mr. Stewart said no, it’s at least the fourth.

F ACTION AGENDA

F1 The Board of Education approved for payroll purposes the following substitute rate effective October 14, 2024:

<u>Classified Substitutes</u>	<u>Hourly Rate</u>
Bus Driver	\$22.47

Mr. Perry asked how this puts us in line with surrounding districts. Mr. Stewart said this makes us much more competitive. This is not a high dollar amount and affects a very small number of substitute drivers who are extremely dedicated to us. Also, this rate has not been increased for quite some time.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Mrs. Crowley said I have three committee reports for this month. The first one is for ISPTO, which was on September 17th at Darby High School. We welcomed our new members and officers, we approved the 2023-34 financial report, heard a presentation about issue 39, and reviewed the policy KMA changes. ISPTO also had a financial workshop on September 26th.

My next committee was the superintendent's advisory, which was hosted by Superintendent Stewart. He answered some questions about the contingency plan, mental health staff concerns about some things that had happened, SB 29 tech implications, and kindergarten cutoff dates. I sent the minutes to everyone.

My last one—sorry, it's my longest one—is the Academic and Curriculum Committee. I met with Jill Abraham, and we discussed how the district is auditing our EL program as part of the strategic plan. This audit includes 50 staff members and parent and student focus groups. It's happening for the first three quarters, and they hope to have recommendations for the changes by the end of the third quarter so that they can be in place by the 25-26 school year. They talked about the growing number of EL students we heard about again tonight and how they're trying to keep the staffing ratio around 1:30, which is incredibly reasonable.

They're also conducting a special education audit in quarters two, three, and four. We talked briefly about the graduation requirements and the readiness piece—life beyond graduation. We also talked about how they're looking at courses and programs for opportunities to embed industry credentials for graduates into core classes or electives, and that would be part of the access; it wouldn't be in addition to their classes. I saw a lot of evidence about the work that they were doing at the admin retreat this summer.

Ms. Arnold said I have a few updates as well. The DEI committee met on September 16. Again, monitoring of issues around the powerful rhetoric towards our immigrant community and the impact it might have on students. We reviewed the summer professional development tour around Hilliard so that staff could discover and learn more about the rich multicultural offerings in our area. It sounds like they had a lot of fun and enjoyed that. There was discussion centering on the difficulties in securing resources for our students and families as well.

Then, on September 18th, I attended the OSBA Central Region Fall Conference. There was not much in the way of updates as the legislature is on break, and the statewide capital conference is just around the corner. However, there were two notable items. Again, we recognized Amanda Schaeffer as the Regional State Board District 7 Teacher of the Year. Stacy Carter joined me that evening. It was great to recognize her efforts. And then there was a speech by Michelle Newman from the State Board of Education, and it was very powerful, noting the multiple attacks on public education here in Ohio.

Then, on September 24th, we had our Facilities Committee meeting, where we revisited sites we had previously seen in June—paint refreshing in the Davidson Auxiliary Gym, plus paint and flooring in the Weaver and Heritage entries, and the Heritage Media Center, which I was so hoping would be there tonight, but this area will be getting improvements next summer. Pretty exciting.

And then, on September 26th, at the PTO Boosters Leaders Luncheon, Dave and Melissa presented the levy facts to those folks. It was a really great turnout, and good questions all around. These are folks that really know our buildings and schools.

And then, this is not a committee thing, but this past Saturday, October 5th, I attended Tolle's 50th anniversary celebration, which was quite interesting. The opening ceremonies featured two student panels. The first panel consisted of two graduates—one who graduated in 1982 and one who graduated in 2012. The 1982 graduate was from Hilliard High School (the one and only at the time), giving a perspective on how his career has grown since his graduation. The second student panel comprised a Dublin Jerome student and two of our Hilliard Darby students. Sydney, you might recall from our June meeting. She competed at the national level. She didn't place but said she had a really good experience and really appreciated it. They also talked about talking about the two-by-two program at Tolles. I toured the campus and saw the new cybersecurity lab, which is pretty amazing. That's all I've got.

Mrs. Murdoch said she also attended the DEI meeting. She also attended the Insurance Committee meeting and gave a huge shout-out to Melissa for carefully monitoring and managing that budget. I think everyone here knows that a huge percentage of our payroll goes to benefits. Being self-insured, it's very important that we keep tabs on that. We all know what insurance costs are doing, and we're following along with the trends, unfortunately. I feel very good about everything I heard in that meeting in terms of the benefits we're able to offer and how you're continuing to keep it affordable.

Mr. Perry said the next policy review committee meeting is scheduled for October 10.

H EXECUTIVE SESSION / ADJOURNMENT

H1 At 7:17 p.m., the Board of Education caucused to executive session:

- a. To consider the appointment, employment, discipline, promotion, demotion, or compensation of a public employee or official.
- b. To consider the purchase of property for public purposes, or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public.

There will not be any action items following the executive session.