MEETING NOTES

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

1. The meeting was called to order at 6:30 p.m.

2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst

3. The Pledge of Allegiance to the Flag

4. The Board of Education adopted the agenda as presented.

   Mr. Stewart said we have a series of presentations for you for tonight's work session. The first one will be Molly Walker. She will share a mid-year look at student achievement data and an update on our summer school plans.

5. Mid-Year Data Review/Summer School Plans – Molly Walker

   When he said a couple of things, I thought he was talking about my slides and grossly underestimated them. I have brought some slides tonight, so sit back and get excited as we talk about some student data updates. So, my goal for tonight is to look at the trends and patterns we see to understand where we are now and then get into what happens next. So, we have all this data; what do we do with it? How does it help us inform where we're heading from there? So, those are two things that I'm hoping to take away.

   A ton of achievement data can be found at a glance on the district website that looks at the achievement level. So, we're talking Ohio State tests, college readiness – SAT and ACT that you're used to hearing about, our advanced placement tests, and our STAR data. The issue is that everything on that list essentially comes to us after the kids have left. It's in the middle of the summer. A lot of times, they will have changed buildings, so they're not even in the building anymore and are not really helpful to us. So, the only one we get to use during the learning course is STAR. So, that's why you hear a lot about it because it helps us see where we are in the middle of learning while we can still do some course correcting as we go through.

   So, that's what we'll be looking at right now, is that mid-year review of the STAR assessments. The other pieces typically won't be in a spot we can look at overall until June or July. So, that's why they're not quite as helpful to us as educators. They're a little postmortem, as you would like to say.

   So, one of the reasons that we think STAR is a good measure for us is that if we can get students on benchmark in STAR, essentially 80% or more of them are successful on the corresponding state tests. So, it helps us. So, that's our goal, which is important as we start to think about those seals for graduation, showing competency in those types of pieces. So that's a bit of history. So, STAR helps us gauge some of those pieces.

   But STAR is a little different type of test. It's a computerized adaptive test. So, essentially every kid gets a different test. STAR starts them the first time at their grade level, and then the complexity gets harder or

less hard depending on how the students answer questions. So, it levels off and figures out where they are on a learning progression. That learning progression happens the entire time they take STAR from kindergarten through 12th grade on a scale from zero to 1400. So, we could have, for example, a third grader with the same scores as an eighth grader. But, of course, they're at different spots in their learning and would be judged differently based on what we expect of them at those levels.

Mrs. Crowley asked when students retake the test, like at the end of the year, does STAR start them where they left off, or does it start from the beginning again? Molly said STAR would start them in a similar location as where they left off.

So, essentially it takes all this and turns it into a scaled score. So, I'm going to talk about some different types of scores. But the scaled score is really about what they know and what they can do in that learning progress. So then, as I said, we could have a third grader and an eighth grader that have that same scaled score. So, how does that help us compare them to each other? So, another score we spend a lot of time looking at is percentile ranking. So essentially, STAR takes all the same kids in the same grade band, for example, all fourth graders, and lines them up by their scaled score and determines their percentile ranking. So, then we do the true one to the 99th percentile. And then that's how they benchmark. Remember, every kid's getting a different assessment because it's all adaptive; it's changing. So, they need to find some other way to compare them.

These are the rankings. So, students in the first to ninth percentile need urgent intervention and are marked red in the color-coding system. Students in the 10th to 24th percentile need intervention and are marked yellow in the system. The 25th to 39th percentile students are close to being on benchmark and blue in the system. Finally, if they reach the 40th percentile or above, they're green and considered to be on benchmark. So, that 40th percentile is the goal. When we talk about being on benchmark, we're talking about students fitting into that percentile. And then remember we just talked about if we get into that 40th percentile, 80% of our students are typically successful on the state tests.

Mrs. Crowley asked if those students in the 1st through 9th and 10th through 24th are automatically pushed into a tiered intervention. Molly answered that we would talk more about this later, but it depends on the student. Some of those students may already receive special education or EL intervention, and we would not be surprised to see them not on benchmark. So, it depends on the student.

Now, I will share our perspective of looking at data, digging in, and desegregating. So, if you would entertain me, I have a little metaphor for you that's not math related. So, we think about our big picture. So, when we look at data, we can think about taking a big picture of the earth from the sky and getting some information based on that. But if we zoom in and look at it differently, we can see the shapes of different pieces. So, for example, the US. Dig in closer, and we can see the state of Ohio. I can see you're picking it up. Next will be Franklin County and then the city of Columbus. And when we dig in, we can start to see those ducks that we couldn't see from way up there *(the big picture)*. So, our goal is to keep digging and digging until we know what we can find in the patterns that pop up.

So, we're looking at the world view (or big picture) on this slide. Essentially, just looking at the grade bands. How are kids progressing, or where are they now in those grade bands? So, the first one is STAR early literacy. So, remember, those would be our kindergarten and first-grade students. This is a pre-reading assessment. So essentially, do they have the skills to learn to read? So, the dark blue is the percentage of students that were on benchmark in September, and the more royal blue would be those

that were on benchmark in January. As you can see, we are seeing a change in the number of students in the positive direction that are on benchmark as we get to this halfway point of the year. These tests were all administered in January.

In STAR reading, we have more grade levels that take this test. You can see again the same color codes go with that. So, the royal blue is where students are currently in the winter benchmark versus the fall one. And you can see where we see bigger, smaller, and some changes in the opposite direction, but you can see how that data changes over the grade.

STAR math is our next one with the same color bar chart. We do not have a STAR math test for grades kindergarten through first. So, we begin in second grade and go from there.

So, we're going to zoom in a little bit more. Think about this a little bit more about the change. So, that changed from fall to winter. What does that look like as we think about that a little more deeply? So, it's got a lot of graphs on it. Essentially, this looks at the change in percent of students on benchmark from fall to spring.

As you can see, we've got it back to the 2016-17 school year. So, the brown one is in the fall of 2020. And we've had the shutdown, and we're now coming back out of that, and you can see the change in the number of kids that are on benchmark from the fall to the spring. You can see our trends. We're seeing a lot of changes in the positive direction in our lower grades. And then, as we get a little higher up there, we see where we've lost some students at benchmark. This year is in lime green. And so, we see some pickups there in those spots. As you may have noticed, the percentage of growth of students being on benchmark is higher in the lower grades. It starts to dwindle off in the higher grade levels, which causes us to ask more questions.

Okay, digging in again, we're already in Ohio. So now we're taking a look at cohorts. So, again, since that major event on the impact of education, where are these cohorts of students now? So, this graph follows the second grader. When they came in the fall of 2020, they were in second grade and are now in fourth grade. It follows their fall, winter, and spring trend (2020-2021). You can see that summer slide, fall, winter, spring (2021-2022), another summer slide, and fall and winter (2022-2023). So, when we look at this transition from second to fourth grade in reading, you can see that we have more students on benchmark right now than we did when they were in second grade. So, we've picked up some students in that manner.

Still looking at reading, this slide shows us the same progression from fifth grade to seventh grade. So again, they were fifth graders in the fall of 2020. They're currently seventh graders. So, a little bit up from where they were as fifth graders as far as getting kids onto benchmark, but we've had them up and down. So, you notice that swing is becoming a pattern in all those pieces, which is pretty interesting. And then, we look at this one more time in reading for our seventh through ninth grade. Again, we're seeing that we've lost some students on benchmark from the seventh through ninth-grade progression.

We're shifting to STAR math for those cohorts (2nd-4th, 5th-7th, and 7th to 9th grades). We've seen some pretty good overall growth in the number of students on benchmark from second to fourth grade and fifth to seventh grade. And then, in seventh through ninth grade, while we've had some rising and falling, we're just a smidge above where they were in seventh grade regarding the percentage of students on benchmark. So, we're seeing that a trend of closing gaps is better when they're younger. I

don't know whether that's the smaller number of standards they have, but we're making a lot more ground with them than when we get to those middle and lower high school grades.

We're going to zoom in again. So now we're interested in student groups. We talked a lot about every student without exception, so we don't know that unless we start looking at every student from every angle without exception. We're going to start with STAR early literacy. We started looking at students by ethnicity. So, this is just achievement and percent on benchmark by ethnicity. And you can see that we have a large gap between our Caucasian students and essentially every other subgroup of ethnicity. Not any different than a national trend or state trend. It's a common issue in education that we're trying to work through. But you'll see it here in our STAR early literacy. This is our star reading by ethnicity with very similar gaps. And then our STAR math by ethnicity. Again, similar gaps in many of those areas.

So again, as we're digging deeper, we're looking at how those gaps have changed from the fall to the spring. As you look at the change in those percentages on benchmark from fall to winter in early literacy (kindergarten and first-grade students), you can see our Hispanic students have lowered that gap between them. With that, we have some other ones that we still need to ask some questions about that we haven't. This is looking at socioeconomically, which has a similar change there.

Mr. Perry said we have different percentages of our population that fit into these different categories. How do we factor in the fact that with smaller groups, any one student is going to be a larger percentage of that group, so it may not average out quite the same? Molly replied that the ones she pulled were just the larger subgroups. We have a couple of subgroups where we might have five or six students district-wide. I did not pull those; they are not in there. So, these are all over a hundred or more. While none of our groups by ethnicity are as large as our Caucasian group, they are a substantial number of students in the groups you see tonight.

So, as we look at this again, we have similar gaps between our economically disadvantaged students and those who are not. Furthermore, we see a nice gap closing in our STAR early literacy. We see some higher achievement there in those students that are economically disadvantaged. So, we're excited about that. This is star reading, and we're looking to close those gaps. And you can see we have some spots in the star reading where we can do that, but we're not seeing it consistently in all of those. However, interestingly enough, our fifth graders are a little dramatic and off-trend if we look at how all of our students (grades 2-10) are essentially captured here, which helps with our numbers. And whereas this is just our fifth grade. So, we have some pockets, and that's what's interesting in all of our data is we have some pockets where we're seeing some success which helps with that analysis or when we start to ask questions that we'll talk a little bit about. But this is a spot where I was going through it was like, wow, there are some interesting pieces there.

So, then we get to STAR math. And you can see that we are in almost all categories closing some gaps. We're seeing some larger growth in those subgroups. And then again, we know we are closing some gaps through socioeconomics.

All right, so we're getting into the ducks. At this level, we are thinking of individual students. This is Paul Lambert's favorite scatter plot. Each dot represents an actual student in the district. And we've changed back to scaled scores, so we're no longer looking at the percentile rate. So, this is looking at what they know and can do. The black line down the middle represents if they scored the same scaled score in the fall and the winter. So, our goal would be that their scale score would rise. We would want to see our

students scoring above that black line. And with the early literacy, you see that most of our students are scoring above that line.

We have a few more kids that take STAR reading. These are still individual dots. It's just that it looks like a solid shape when they pile up on each other. We want our students' scaled scores to grow every time they take this test. And so, we're looking to have our students above that line as much as possible. Same setup again with STAR math. This one has a little bit more spread there above that line.

Okay, so now what? Our quote is that data doesn't answer questions. It will not tell us why these things are happening. It just helps us ask more questions. So, I want to talk with you about that process. What are those questions? What does that look like? So, we are looking at this data at many levels, such as the board level, as we share here with you and the public, the district leadership level (building principals), and then principals share the data with their teachers and data teams. So, we're looking at this data at all levels to see what's going on.

Some of the questions we've been asking are students who started the year on benchmark, where are they now? And that will give us information on how that tier-one instruction is doing because those students were likely not pulled for intervention. After all, they've already shown that they were on benchmark. If we've lost some students, who have we lost? What do we know about those students? If we've gained students, where have we gained students? What teachers do we see that with? What buildings do we see that with? So, we're digging into what those look like. What do they feel like for students to start the year off benchmark? Where are they now? And then examining who has received what services and what services seem to be working. What interventions are working, and what interventions are we following with fidelity? We've had a lot of discussion about that. Are we doing exactly what we're supposed to be doing? Can we tighten that up? Then can we do more of it, that type of thing? Teachers are looking at how their data compares to their peers in the building, how their building compares to other buildings, and how they compare to the district and are having a good discussion about that information.

And then we've taken a look at what's the student experience. How does that factor into the data? What else goes along with that? So, think about focus groups and talk with kids about their experiences and feelings. Those are all the pieces that go into that. And then, as we talk about where we see that meaningful change. This is about where we see success and what we can learn from it. Where can we replicate and go forward? So, our ultimate goal is to get to the root cause. We want to figure out exactly why that is being successful or what barriers are making it harder for students to succeed. And these are all different pieces that we've already pulled from the data or our analysis to ask deeper questions about what's going on.

The student experience and student connection play a significant role as we sit down and talk with students about who is successful and who is not successful and their connection to their peers, their connection to the teacher, their connection to the curriculum, what they find engaging, and what they don't find engaging. All of those pieces make a big difference. How engaging the lesson is makes a big difference in their engagement. And then what comes next?

Student attendance continues to be an issue that we are digging into. We are looking at some of those subcommittee work to see what we can do not only with what's left in the year but setting ourselves up with some different pieces in the fall.

We've learned a lot about teacher practice and professional development, not that we didn't already know, but we see pockets of cool things. For example, there's a math book talk based on research that many of our teachers have been participating in. We've seen it at all levels. We've been to classrooms and seen these same pieces being replicated. And I believe that plays a role in some of that math data. We're seeing not only some rises in percent on benchmark, but some closing of those gaps that we're trying so badly to do.

Mrs. Crowley asked for the name of the book. Molly answered, "Building Thinking Classrooms in Mathematics" by Peter Liljedahl.

We took a lot of looking at our use of time and structures. So, for example, in middle school, we looked at some of our tier two and tier three interventions. As you can see, we're struggling with getting kids on benchmark. So, we've tried some new things not centered around the schedule. They're centered around the student. So, if the semester comes and they're not ready to move, we won't move them. That's a unique idea at the secondary level. So, we're seeing some great gains, encouraging us to think about those things differently.

So, that was a lot of data. Before I give you a quick summer school update, are there any other data questions?

Mrs. Murdoch said one of the things she has seen folks do with the state testing data follows what percentage of a class was on benchmark from second grade to third grade, et cetera. And hopefully, you see a nice up-and-to-the-right pattern. Can we do that, or have we done that with STAR? Molly replied that would be the cohort data I showed you. When you get a chance, you can go back and look, but we have, for example, second graders who are now fourth graders. We've been looking at that cohort since Covid. So, this is a cohort. So, we're following a group of students. There could be some kids who've moved in and moved out. (Molly reviewed the cohort slides of her presentation).

Mrs. Murdoch said then let's move into those state tests. Molly said those are different tests, which has a lot to do with it, and a different score goes with that. It's always tough with any comparison from year to year. The tests are not the same from year to year, so you could see different fluctuations. They're also doing that with a scaled score. We're doing this with a percentile rank, so those are different pieces that go along with that. But we certainly have done that and will continue to do that.

Mr. Vorst stated you mentioned a couple of different demographics and scores and how that related. Were there any commonalities that you didn't mention regarding kids who are more successful than others, things like SACC or any other program that some kids do, or some kids don't do that elevated or held down their test scores? Molly replied that we are limited to the data that we track. So, essentially what we track in our systems are the typical demographic pieces that get reported to the state. So, that's something we could take a look at. But we'll have to work a little harder because we don't collect that data and regularly align it into the systems we use. So, we have probably not done a deep dive on things like that, but we can add that to our toolbox.

Mrs. Long said we invested quite a bit in the summer school programs after Covid. Have you looked at the data from that population to see how it has moved in the last couple of years? Molly replied that we had taken a look at it. If you watched the graphs of that summer slide (those weeks in the middle of the summer), I don't know that they were enough to combat it completely. But we have taken a look, and

there have been some spots where students may have maintained a little more from spring to fall than others. I don't have a deep dive for you today, but we have looked at that in the past.

Mr. Perry asked if any other school districts in the area are using STAR testing/data. He wonders how we compare to other similar-looking districts. It isn't easy because we have different socioeconomic statuses, demographics, and sizes, but I always want to see how we compare to other districts around the state. Molly answered the percentile ranking in STAR is a national ranking. So, essentially every time you see that star data, and we look at the percent on benchmark, that's a national comparison. So, for example, in the cohorts where we're changing the percentage of kids on benchmark, essentially what that's talking about is that when we're dropping, our students are not maintaining where they are compared nationally. And when we're rising, our kids are growing or getting ahead.

We always think of it as if you maintain your place in line, and you will keep that same percentile year after year. So, if you keep that percentile, you're holding your position in line. When we drop, students are skipping our kids in line somewhere else. So, essentially every time we take it, we are being compared nationally to others. There are some local districts, such as Gahanna, that use STAR. Those scores are not typically as public, so it's harder for us to say, Hey, what are your STAR scores compared to ours? The state test scores are part of the report card, which is much more public. We're using STAR to make ourselves better. We believe it helps us know whether kids are on track to be successful when we get to that comparison data. But really, this is about helping us understand where our kids are right now while we can still make adjustments and changes. Mr. Stewart added that we're trying to take the guesswork out of the end-game performance. We're trying to make a student's performance as predictable as possible to impact it before that performance rather than reflecting on it afterward.

Mrs. Murdoch asked how consistent the state benchmark to compare you every year is. I know they monkey around with those. Molly answered that, in her opinion, what they do behind the scenes is they have a similar piece where they're looking at what percent of the kids are falling in those spots. So you can see here that our data's pretty steady.

Mrs. Crowley asked if the teachers feel it represents their kids well. When they do poorly or score poorly on the STAR, do the teachers typically agree and say, oh, that is a kid that I do see in the classroom that needs some intervention and extra help? Or are there, sometimes, things that don't add up? Molly responded that since we've adopted STAR, our investment has grown from teachers. We have pockets everywhere, some that do and some that don't. Typically, if we see a change in that, it's that student that maybe is a very hard worker in class, is turning in their work, but maybe when it comes down to other security of understanding the material, that's where that could come from. I will say that we probably have less buy-in the higher up the chain that you go. At high school, we struggle a little bit to get the teacher's buy-in. But our elementary schools seem to be in a better spot with that.

Mrs. Long said that there was a line of students on the scatter chart. What was that line? Molly said the line was not the student. Each dot represents a student. This is looking at their scaled score, which should always increase, no matter what, versus the percentile rank, which we hope to maintain our spot. So, if they hit the line, they scored the same in the fall and winter. If they are above that black line, then their score increases. Mrs. Long said the one graph had a vertical cluster on the left. What was that? So those are all students that started around 600. Those would all be students that had that same score in the fall. All of their scores increased in the winter but at different amounts. So, some students would've gone from 600 to 750. You can line them up if you follow the graph. And so, some students scored 620 in the fall and 1,000 in the spring. So, it's just a change in their scores. So, we might dig in

and ask what grade level they are. What was going on with them? For example, we've seen some scores that have jumped dramatically because we've spent some time with a research-based intervention to fill in some of the pieces that they were missing.

Mrs. Long said the population of those students is not very big compared to the whole. Is that what I'm gathering? Because each one of those dots is a student. So, any dot above the line works. So, all that means is those kids all had a common starting spot. Mrs. Murdoch added that there could be vertical lines within that deep purple that we just don't see because they all overlap. Molly replied there are a ton of little dots in here, but everyone comes together. So, for example, if I would go here, this student started at 620, and now they're here. This student started here, and now they're there. So, anything above this line is what we're shooting for. Mrs. Long stated it's interesting they're all hitting a 600…(inaudible, multiple speakers)…it's a unique starting point for all of them. Molly said that if you look at them, only a handful of students compare to these dots over here. So, it must be a common spot that kids score at that creates that.

Mr. Perry asked if students get access to their scores. Molly replied that we publish the universal ones on home access for parents. And then we have a differing degree of some teachers will sit down next to students and talk about that and some haven't. So we're still working on those pieces that go along with that. Mr. Perry said he was wondering because we have a couple of students here today. Molly said these students are probably not in a class that takes the STAR tests. The students confirmed that they are juniors, and Molly said we only test up to 10th grade.

Besides testing and measurement, I also am in charge of summer school this year. We will have information on the website for the public on Wednesday, March 1st. I know some parents want to plan around that and take a look at that. It's important to note that with the reduction in ESSER funding, we will see a considerable decrease in summer school offerings. Essentially, we're back to pre-covid, which means we're targeting our most at-risk students. So, think about our third graders who must pass the test to become fourth graders. Those still in that position will have priority, along with our newest EL students and some targeted special education students. Enrollment will also be based on teacher availability.

6. City Fiber Project/Cyber Update – Rich Boettner

I brought a couple of city representatives, Duane Powell and David Meadows, to discuss an awesome project we've been working on together for several years. The city started several years ago, and they will tell you about its fiber network. Also, we will talk about how our partnership is helping both entities.

Good evening, superintendent Stewart and members of the board. We appreciate you having us here tonight. We're excited not just because we're not at our city council meeting….(inaudible). I'll begin with a little bit of background. What was the Hilliard Fiber Optic Network for? First, the Hilliard Fiber Optic Network is also known as HiFiO. We've made a tremendous investment in something that looks like 432 strands of human hair and how important that is to economic development and community infrastructure. So, what started this is we had a lot of business retention in the city and found out that many businesses, especially in our older industrial areas, had many issues with carrier monopoly. So, you might have AT&T or another big provider that was the only option. So, that meant if you needed more bandwidth or wanted to shop your prices, you didn't have many options. So, that was a tremendous issue. And the city of Hilliard had that issue itself. We had a big contract with AT&T, and we

were stuck. So, anytime we needed more bandwidth, we paid for it. But also just knowing that if our businesses have this issue, our residents likely do too.

And then we had a lot of discussions about a big buzzword called Smart Cities. And everything with smart cities involves sensors, connectivity, and connections. For example, how are you going to have a traffic signal that's smart if it doesn't connect anywhere? So, with all of these great ideas we had with even Verizon in our backyard, we needed to explore some options to connect these. And that option for us was the Hilliard Fiber Optic Network. We were able to use city assets and borrow some money from the Franklin County Infrastructure Bank to finance the first component of this project. At the same time, we were fortunate to pick up Mr. Powell as our Chief Information Officer. He will talk about how the structure looks and connects to the city facilities and businesses.

Thank you, board, for having me tonight. I came from a 25-year career in telecommunications with one of the providers that weren't doing justice to the City of Hilliard. So, we looked at how we add value from the city's network perspective. How do we bring value into the city, the community, the school system, and everyone? We knew we needed internet connectivity for our city buildings. Still, from running a worldwide operations center for a large company, I knew we didn't have the resources to do that. So, we tried to build a network that encouraged partnerships, especially partnerships with providers that wouldn't necessarily enter our market. So, if you look at any market, any business, you make a capital investment, you want a return on that investment, and the quicker you make that return on investment, the better your business is. So, our incentive was to build a network that covered our core business entity but was also interconnected.

As you can see, some lines go way beyond the city limits. That is important because a network's boundaries can combine it and control its value. So, the upper connectivity there takes us to Ohio IX. Ohio IX is a private internet exchange point. For the internet to work worldwide, we all must have a common meeting point where we can interconnect. Just because you're on Hilliard City Fiber doesn't mean you want to watch Netflix. If that's on another provider, we have to be interconnected. So, that was one of the points we're building, and we should complete that this year. Our other was to have different access out of the city, so it adds value and redundancy. If something happens in the north, we still need to be able to get to the rest of the world. And so, we've built down and interconnected to a municipality to our south, Grove City, to broaden the network and to bring those fiber miles.

Adding value to bringing in these partnerships was a big goal for us. And also, as Mr. Meadows said, allow us to put access points throughout this. If a telecommunication provider comes in, they're not investing capital in building at every 550 feet or any other facility. Who's paying me? This building's paying me. That's all I'm connecting to. So our philosophy was to put an access point to our network every 500 feet. What that's enabled us to do is create Hilliard City Labs. And I wish I could stand here and say we had this great plan from the beginning, but I'm going to let Mr. Meadows talk to you a little bit about how this started, and then we'll talk about how that came into the technology component.

We partnered with Converged Technologies, which spun out of the Ohio Manufacturing Innovation Center at OSU's Center for Design and Manufacturing Excellence. They're a group from Ohio State that was slightly frustrated with the commercialization process. So, they were looking for facilities to take that over in the private sector. They found one of the Rahal buildings on Lyman Drive, and we built fiber into them. So, because of that relationship and the startup technologies that they had in there, we could use our infrastructure and some of the private sector technologies to try to solve some problems that existed at the community level.

So, we started with solving some of our problems. First, we talked a little bit about traffic and centrally managing it. If you've ever seen one of those city vehicles working on a traffic box, they do that one at a time. Timing is important. We can consolidate that down to one engineer in a climate-controlled environment. They can see the traffic flow via cameras in every traffic signal and manage it more efficiently for the city.

Another problem was that the city had over 200 miles of sidewalks. That's an asset, right? We walk it every day. It's not something we think about, but it is a capital asset we must manage. The difficulty that came with that is how do we measure that. We can pay a lot of money to have someone come out and look at it, or we could leverage our fiber optic network and put wireless communication up on some of our tallest points. If you've ever seen the Hilliard water towers, there are a lot of antennas up there. Some of them are ours, and some of them aren't. But working with Converged Technologies, we built a cart to measure the properties of that sidewalk and feed out GIS information. So we can very quickly look at what's going on. And the nice thing is that the residents of our senior center who walk every day volunteered to take this out for a walk. So we can reduce our costs, manage our assets, and leverage that infrastructure in a way that just buying from a telecommunication provider wouldn't let us do.

We can talk about a lot of these partnerships and technologies, but one of the other exciting ones was it's great when you call 911. Still, unfortunately, you're typically in a stressful situation when you call 911 and not necessarily very reliable about what you're saying. Do you need the police, an ambulance, a fire truck, or any combination of these services? How many police officers do we send? In working with Converged Technologies, we are developing a first responder drone that will launch to your address giving dispatchers video of your location when you call 911. Our goal is to get that drone on site in under a minute and a half. To do that, we leveraged our fiber infrastructure and built an air traffic control network to control everything below 400 feet and track everything above 400 feet (commercial air traffic).

Rich is going to talk about leveraging this technology has benefited the schools.

During Covid, that project became an opportunity for us to build a connection with fiber from the city's network into 11 of our buildings. By doing that, we were able to put up some antennas to provide hotspots to students to connect students to the internet and allow them to do their schoolwork at home. This was very beneficial to us while using remote learning during the pandemic. This continues today, and we'll talk a little about that momentarily. But what was cool about connecting 11 buildings to the city's network is that we're almost halfway to having all our sites connected to their fiber network. So, our exciting announcement is that we have been planning for quite a while and intend to join the city fiber network wholly over the next 18 months. We're creating a partnership where we will be a part of the city's fiber network. We'll ride on the backbone of fiber, allowing us to have internet access, work with the city, and continue building our partnership with them. It benefits both the city and the school district. It allows the city to increase its footprint from a fiber standpoint and reach more components, neighborhoods, and all our schools. It will also help the school district with connectivity. It will give us more opportunities to connect to other vendors, such as Ohio IX, who may not be built in Hilliard but are part of this network. And it also saves us money in the long run, which is cool.

So, the city owns the fiber, but we're helping with that. Covid helped us with the first 11 buildings, and we're helping with the second set. And so, we will be helping through the construction payment to get to the other 14 buildings. Through our initial look at the quotes, we will save almost 25% of our current

costs for fiber and internet access. Once the construction is finished, our costs will decrease several years later because we'll only pay for maintenance, service, and internet access. We're excited to share this information with you.

Many benefits come through all of this work. I talked about the digital divide project. Once we have fiber built in all 25 of our buildings, we can put more antennas up for the private hotspot network in Hilliard. And so, we'll be able to reach other families in need.

This whole network and what we've been able to do in our partnerships also benefit the community. For example, emergency responders' radios are very important to the city and us. Those radios are all connected to a network. As part of the project for building the network at the first 11 schools, one of those antennas is over by Davidson High School. We built into that radio and reduced the cost for NREC (Northwest Regional Emergency Communications Center), which is the emergency response network, to zero. We're not charging for that. I think they were paying around a thousand dollars a month, year after year. We were able to take that to zero, which saves all our taxpayer's money. So, we could build into that for a one-time capital cost under what a year of service with a normal service provider was.

Mr. Tremayne has been a great partner with the city and what the school district is doing with the innovation campus and collaboration with the private sector. But what the city's been able to do and what the school district's been able to do in terms of opening up public-private partnerships from a student perspective and an infrastructure standpoint is key. Not only to help develop young students but also from an economic development perspective, differentiating ourselves across the community. So, that partnership and collaboration are going to be critical moving forward.

Another area that has benefited from this partnership is Duane, and I have started meeting twice a month for the last two to three years now. Duane is part of the Ohio Cyber Reserve. You may remember that I talked to you about this about a year ago, that we were the first school district in the state of Ohio to participate in a pilot to do a cyber reserve evaluation of our services and how to make our district more resilient to protect data and protect our students and our community, so, that has paid big dividends. So we've done a lot of work on that. Last week I had Duane come over, and we did a tabletop disaster response practice where we ran through a scenario, discussed how that could be mitigated, and got feedback. And so that is something we will do more frequently as we prepare and always practice to ensure that we are ready and as safe as possible.

Something else Duane and I have been talking about is that these connections between the city and the school district open some doors for us to share some services. So, if I need backup space or server space because of some event of some sort, I can interact through Duane's network to do that. We can do the same for the city. We'll have the opportunity to host backups for each other, provide additional resiliency, and meet different needs regarding our data and network.

And then, finally, this has been an amazing partnership, and we're just in the infancy of it. But it has opened many doors. Not only those physical connections but just the conversational connections that we've had have helped us grow. But, again, it takes a while to build out all that fiber and lay things on telephone poles. So, it will be about 18 months before we're up and running, but we anticipate fully running on the network in the summer of 2024. Any questions?

Mrs. Murdoch said it sounds like this is a robust system. It's great to hear, but it makes me think that the weakest link in our system now is us (humans). What might we do for future presentations to help us

rise to the level of the infrastructure you've put into place? Rich asked if she was referring to cybersecurity or more utilization of technology. Mrs. Murdoch replied both. Rich replied that we could certainly talk about it. Interestingly, tomorrow we will roll out our next cyber security module to all staff. All of us will learn more about how to protect our data, network, students, and families.

Mr. Stewart thanked Dave and Duane. They've been great partners through all of the back and forth regarding the language of MOUs and things like that. They've been very receptive and a huge help in getting to this point. They mentioned Converged Technologies, and we had a team from this building tour their facility. So I think some exciting partnership opportunities could benefit students there as well.

7.   Strategic Plan – David Stewart

I want to update you on where we are with strategic planning and a portrait of a learner. To recap, where we've been and also where we're headed. We're going to talk about a couple of things today – an overview of the process, what the next phases look like, and the next steps.

So, to recap, last summer, I talked to you about a partnership with Battelle for Kids and twofold need. The first was to have a community conversation about what we want and our aspirations for our students beyond the core curriculum. And the second was a more traditional strategic plan to roadmap where we are to where we want to get. And we've completed that first step. We had four community design team meetings with close to 300 people and landed on a portrait of a learner. I'll share a prototype here in just a little bit.

So, now it's time to shift to the strategic plan portion of this project. For starters, why a strategic plan? I think I spoke to you about this last summer, but we need a guiding document to roadmap where we're headed in an organization as large as ours with many moving parts and locations. Otherwise, we could have many well-intentioned people heading in different directions. We are at a point in our evolution where this is an important next step. As we say here, it provides a context for change. The second and third bullet points are the critical components. It creates unity, and it sets priorities. It sets priorities that we can check off the list and report back to you on how we're doing over a five-to-seven-year period, not just a one-year look. There's a great help in ensuring that resources are allocated based on those priorities. Ultimately, it becomes a filter for how we make decisions, which we don't have right now.

So, the strategic planning process is three very simple steps. And we've already completed step one, where we've set a vision, and now it's time to step into the strategy phase. Once we have that in place, we'll get into the practice itself. But, again, the whole process is designed to build consensus around the vision we set and ensure we have not lost the focus for 21st-century student outcomes. And that will be very much part of the strategic plan process. But we will also discuss how our teaching and learning system must change to meet the needs we're setting out to support that vision.

I think most people are familiar with a traditional strategic plan process. And this isn't any different, but the terminology may differ slightly. Many of us have been through a traditional strategic plan where you set a vision, strategic priorities, smart goals, action steps, and evaluation. But our terminology will be a vision, acquire design and development, and implement and succeed. But all of those elements are part of those phases.

So, the vision phase is what we've already completed, which includes answering the question of your hopes, dreams, and aspirations for all Hilliard City School students. But then, we had a community conversation. We brought people together from a lot of different backgrounds and a lot of different perspectives, and we waded through a lot of different options. And ultimately, we landed on a vision for what we want for our students – critical thinkers, empathetic citizens, purposeful communicators, self-advocates, and resilient learners.

So, as we start the next school year, you'll see this visual. Between now and the next school year, our team will begin identifying what critical thinking looks like in kindergarten versus maybe in 10th or 12th grade. And how does that come to life in a classroom? What are teachers and students doing as we build these critical skills on top of the core curriculum? I want to make sure that we're clear that this portrait of a learner is not replacing the rigorous content we're already delivering to students. Our belief is that when you blend these skills, mindsets, and competencies with that rigorous content, our teachers are skillful at providing, and where you land is deeper learning, and that's where we're headed. So, I want to ensure we're clear that this isn't a curriculum replacement. This component goes alongside our curriculum and acknowledges what our students need when they leave our doors.

Soon, we will be heading into the inquiry phase as we build this strategic plan. And so, we will bring a design team together. It'll be much smaller. The board will certainly be invited to be a part of that if they wish. Our guiding question will be, what's our current reality relative to those aspirations for all students? So, we'll do many different things to answer that question. We'll do a document review, perceptual data collection, and a system self-assessment. You won't see any dates today because there are some components in here that we still need to figure out. We want to put another community survey into the field with some of this perceptual data collection as a part of that community survey. We need to meet with our vendor to build that survey.

What you will see today is the process. We want to ensure we take every step in the appropriate order. Once we have all the information regarding our current reality, we'll enter the design and development phase. This is where we'll build the strategic plan. And the guiding question will be, what are the priority areas of work going forward to make the Hilliard City School's vision for all students a reality? So, in this phase, this is where the rubber meets the road. This is where the writing will take place. Our educators will come together and determine what that strategic plan looks like. We'll start with a conversation about what are our priority areas? Those will be the big buckets. So, it could be student achievement, technology, facilities, or finances. We will identify those big buckets and set some goals underneath each one. Again, this is a traditional strategic plan. We'll establish measurable goals underneath each of those priority areas, and then we'll start to lay out strategies to meet those goals with measures of success identified. So, I want to make sure that it's clear. These goals will be measurable, and we will hold ourselves accountable.

This will happen through a series of writing team meetings. So, as we identify those priority areas, we will break those priority areas into writing teams. And those writing teams will meet as often as needed to formulate that part of the strategic plan. And again, the board will be welcome to join those if they would like.

So, regarding the format is the general model of the strategic plan. You have the priority area, the measurable goals underneath each priority area, and then the strategies we will employ to meet those goals over five to seven years. And then once that's finally done, we will get into the implementation phase. So, how does that work – get resourced, organized, and progress monitored to realize the district

vision? So, we'll have a strategic plan in place and plan to ensure we are aligning our decision-making, resource allocation, and our progress monitoring.

So, regarding the process overview, there will be four design team meetings, not nearly as large as the portrait of a learner team, with those writing teams meeting in the middle of all that. So, the first meeting is when the design team will discuss the vision – where are we relative to that vision regarding our perception? And then, the next meeting will review all the data collected about our current reality. The third meeting will be where we vet the draft objectives and strategies. And then the fourth meeting, we will bring that large community design team back together to vet the strategic plan.

So again, at the first meeting, we'll collect the perceptual data. Then, we will connect and rate that data at the second meeting. Then, the writing teams will meet to draft goals and strategies underneath all those priority areas. And then, we bring that team back together to see where we are and share it with the community design team.

So, our next steps are to figure out when this will happen. In my initial conversation with you, I wanted to see this occur this school year. It's certainly a possibility, but I don't want to set an arbitrary deadline and shoehorn the work into that arbitrary deadline. We're going to bring these teams together and get them writing. Some may need to visit other places or experience different things as part of this process. We need to provide the time and resources to do that to get this right. I don't have a specific end date, but the work will begin as soon as we can get that survey into the field.

Are there any questions?

Mrs. Murdoch said you know I'm chopping the bit to do this. I love it. But when we get there, I'd love to ensure that even our board agendas reflect and show these strategies and how we are doing as a group connects to all this. Mr. Stewart said he believes you will start to see a series of board presentations aligned with the priorities we set in the strategic plan. Jill and our academic team have demonstrated a solid ability to maintain focus once we've set priorities. And that's a pattern they've already set and should flow nicely into this.

Mr. Perry commented that he noticed the bullet point about being able to measure success. I think it's important to have some solid assessment to show if we are meeting the goals. So it's good that we are already thinking about crafting the ways to measure these goals.

Mr. Stewart added that we already have a yearly commitment plan that our buildings are focused on. We will continue our commitment plan for buildings to be able to focus on that year's specified work. At the central office, our work will be around the strategic plan and ensure we're making progress on it.

Mrs. Long said her question was about the portrait of a learner. How will we roll it out to the community, so parents and non-parent community members understand how this will guide the district's future? Mr. Stewart replied there's a reason we didn't just throw it out there once the committee defined our vision. First, if you do that in February, our teachers will look at us like we have three heads. And two, we weren't prepared to do that. So, our work between now and August will be to answer that question. So, we can return to that as we enter the late spring and summer.

Mrs. Long added working for a corporation that has principles like this, it is very helpful to bring the engagement of the whole community together because we'll know exactly where we're going to fall in

decision-making. So, I'm proud and excited to see us moving forward with the alignment among the community. Mr. Stewart said it was a great process. It was nerve-wracking to bring 300 people together to talk about schools. But it was a productive conversation, and I think everybody walked away with some ownership of some piece of that portrait. For example, would all 300 people have identified the same five competencies? Probably not. But those competencies came out of collective consensus in that room.

8.   Discussion: Live Streaming Work Sessions – David Stewart

Mrs. Murdoch had asked me to add a discussion about live-streaming work sessions to the agenda. We confined it to work sessions because they are all held in this room, so we can create consistency regarding where the camera is located and how we manage the sound. Our regular business meetings are held in different schools, and every school has different acoustics and setups, so the ability to live stream becomes a heavier lift. And so Beth and I had the conversation that it makes sense to live stream the work sessions since this is where a lot of the presentations about the district's work happen. If we can expand that audience even a little, this it's probably worthwhile.

Mrs. Murdoch added exploring the idea of posting the recorded live-streamed meetings for the community's access. She was disappointed that we're live streaming tonight because of the good presentations we've seen. It's sad that so few people have visibility of these presentations.

Mr. Stewart sensed consensus in conversations with individual board members, but we wanted to discuss it here. Any thoughts?

Mrs. Long asked if other districts live-stream some or all of their meetings. Mr. Stewart replied yes, districts are all over the place. Some live stream all meetings, some do not, and some do an arrangement like we're discussing here.

Mr. Perry said Mrs. Murdoch makes a going point. He hopes to reach a consensus before taking a formal vote. He likes the idea and the fact that we'll have a consistent setup. He also likes having regular business meetings in the different buildings and seeing the different principals and staff. Molly Walker had 44 of the best slides he has seen relating to academics. Often people come up to us later with questions, most of which are answered within the presentation, but nobody sees them. So, he likes making sure the recordings will be posted somewhere for folks who can't attend the meeting can watch them.

Mr. Stewart said that it does not require board action. He is hearing consensus, so we will get moving on that and have it ready as soon as possible. He added there would be another slight change for the regular business meetings. We will start having building/student presentations at the beginning of those meetings. He thinks it is time to bring students and families back to our meetings. It also doesn't hurt to have a great reminder of why we are here. So, this will start with our meeting at Ridgewood Elementary.

9.   The Board of Education approved the K-12 Health and Wellness Course of Study.

Mrs. Crowley stated this was a hot topic at the last meeting, so she would like an update on any changes. Mr. Stewart replied that there were no major substantive changes. There were four or five changes ranging from a typo to adding detail. In one instance, we incorporated language from the Safe

Students Act, which clarified what the indicator meant. We added some scope and sequence pieces to it and then added language to clarify or more crisply define some of the language in the document.

Mr. Perry noted that Mrs. Murdoch has a good point in adding examples to describe ways to prevent communicable diseases (page 20). He likes adding the examples but wants to keep the original language of "including but not limited to" because, as currently written, the language could be construed to limit it to tissue disposal, coughing, and hand washing. His sister is a kindergarten teacher, and she had to tell a kid that the "five-second rule" is not real. If you drop a gummy bear on the ground, you cannot pick it up and eat it. So, Mr. Perry wants to give teachers the leeway to say, check the expiration dates on food, or don't eat it after picking it up off the floor.

Mr. Perry asked if we could memorialize the changes to know what has been corrected. Mr. Stewart said we have multiple drafts, but the board will approve a final course of study, and that's what the community will see.

Mrs. Murdoch wanted to publicly thank Cori and Jill for spending quality time with me to answer my questions and clarify that curriculum. She appreciates the conversation about how the public feedback was incorporated and a detailed discussion on current and upcoming legislation. It was immensely helpful.

Mr. Perry thanked the administrators for their time talking with many of us about this. He also thanked the committee for their work on this curriculum.

Mrs. Crowley asked Mr. Perry if the change he mentioned was a sentence that was removed. Mr. Perry said no; it was a sentence that was changed. The old language – clarified as the language in the old curriculum, not in the first version of the new curriculum. Mr. Perry said the first version described ways to prevent communicable diseases. Still, the original version said to use proper germ prevention techniques, including but not limited to, and then listed a few. He wants to ensure that the current version retains the "including but not limited to" verbiage.

10.   The Board of Education approved the employment of Angelo Caputo, Transportation Coordinator, 2-year, 4-month contract, effective 04/10/2023.

Mr. Stewart said we are sad to see Andy Cunningham go after a long, successful career. He gave Mr. McDonough credit for looking under every stone in Ohio and Pennsylvania and finding a superstar. We are excited to welcome Mr. Caputo to Hilliard.

11.   The Board of Education approved the following trip requests:

   a.   Darby Winter Guard, Grand Blank, MI – March 4, 2023
   b.   Davidson Competition Cheer, Orlando, FL – March 17, 2023
   c.   All Middle School 8th Graders, Washington DC – October 16-19, 2023

Mr. Perry said he noticed one student group was planning to go to Taiwan and asked why. Mr. Stewart said that trip was not on tonight's agenda. Mr. Perry was looking at the wrong agenda.

Mrs. Long said it was her understanding these trip requests were submitted at our last meeting for us to review, and tonight we are voting on them. Is this the path for approval for all trip requests? Mr. Stewart replied yes. Mrs. Long stated that March 4th is pretty close. Have we given guidelines on how far in advance trips should be submitted? Mr. Stewart explained that some of these trip requests couldn't be submitted earlier because they don't know they're going until they qualify (i.e., for a championship event).

Mrs. Murdoch said she appreciates getting the other ones, like the DC trip, further in advance. Mr. Stewart said we always do. It's a human process; sometimes, our folks don't get it to us as quickly as we like, but we try to push that as much as possible. Some requests don't make it to you because of this.

12.   CONSENT AGENDA
The Board of Education approved the consent agenda – Item E1. 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 such item be removed from the consent agenda and voted upon separately.

E1   Approved resolutions to file complaint against the valuation of real property for tax year 2022 – See attachment to the Minutes.

Mr. Wilson said this relates to the changes made by House Bill 126, and we have Carol Fox here, one of the attorneys with Rich and Gillis, representing our school district. And as you might recall, Rich and Gillis have represented our district for roughly 40 years in these matters.

Mrs. Long stated we met Carol at the finance committee meeting. Mrs. Murdoch added that they had a great overview of what had changed. It would be great if you could share that with everyone.

House Bill 126 changed many of the processes of board of revision cases and requirements. The specific one that we're talking about tonight is a notification requirement. So, a notification was sent to owners of all the parcels you're voting on tonight to notify them that this vote was happening. And that's a specific reason that you're voting on this. There were a lot of other changes and a lot of other requirements that are still being sorted through. But that's, in a nutshell, what this vote is for. Do you want me to expand beyond that? I hesitate to delve into it because it's a lengthy bill, and there were a lot of changes. If you have specific questions that I can answer, I would be happy to do so.

Mr. Vorst asked Carol to explain the process for everyone's clarification.

Historically, for decades now, boards of education have been allowed under the statute in Ohio law to participate in board of revision hearings and be a part of the board of revision process. The board of revision process is where folks can file complaints contesting the valuation of their property, and they can either ask for an increase or a decrease in that value. The original value is put on by the auditor of each county.

The reason that it's important for boards of education to be involved in that process is that's where the bulk of your funding comes from. Once upon a time, it was set up so that there were automatic increases to the school's existing funding, which got taken away. And this was what was given back in trade – the ability for schools to participate in this process by defending against decreased complaints or

by filing increased complaints. The law has long been held that each piece of real estate is unique, and the best way to value it is by a recent….(inaudible) sale. That law has been in existence for a very long time, both statutorily and through the Supreme Court.

So historically, school districts all over the state of Ohio will file increased complaints for properties that have sold for a value that is higher than the auditor's existing value. Typically, they have parameters that set certain guidelines for how much of an increase before we file. Do we file on all properties? Most do not. Most will only file on commercial properties – income-producing properties. Most will not file on owner occupied residential properties. Historically, this is the approach that Hilliard has taken.

The increase complaints get filed as you decrease complaints with the local Franklin County Board of Revision at the auditor's office. If it's an increase complaint filed by somebody other than the owner, the owner was notified at that point. The difference in the law now is the owners have been notified in advance that you are contemplating filing these complaints. And then the owner will also be notified along with the Board of Education when the case is set for a hearing. All parties get an opportunity to attend that hearing and talk about the property, the case, and any evidence they want to present with respect to the value of that property. The Board of Revision then decides, one way or another, whether or not they feel like the value should be changed. Then, that decision historically could be appealed to the Ohio Board of Tax Appeals by either party or the Common Pleas Court in the locality. So, it'd be Franklin County for us.

That has also been changed through House Bill 126 regarding who can appeal that process. So they have made it a lot more difficult for boards of education to protect their tax duplicates through this legislative process. And that's unfortunate because many people don't understand that all of you are affected. Everybody who's a taxpayer in the Hilliard City Schools, including me, is affected by this because the schools are guaranteed a certain pot of money. And if there are people or property owners in the district who do not pay their fair share, the rest of the taxpayers are paying more than their fair share to make up for that difference.

So, in the best interest of every taxpayer in this district, the board of education must pursue this process and protect its tax duplicate, which is its best and highest asset.

Mr. Perry said the point he would like to hit home is that we've traditionally only done commercial asset reevaluations. We do not do this for residential properties. So he thinks it's important for residents to understand that this resolution does not affect their houses.

Carol added that this is an important process when trying to be fiscally responsible to the voters, the taxpayers, and the people who live in and pay to support your district through their taxes. And, of course, those who are sending children to be educated. You have a fiscal responsibility to do everything you can for those folks. And this is a huge part of that. We've been representing the district for 40 years. And during those 40 years, we have helped either generate additional tax dollars or prevent lost tax dollars exceeding $72 million. So, it's not insignificant, and it's important work. And unfortunately, with the new changes, there are additional hurdles, and we're working our way through them.

Mr. Vorst said one of those hurdles is that we are supposed to wait a year from the date of sale to challenge a value. Is that accurate? Carol replied that language does exist, and it is one of the many changes that have been made. Questions have been raised regarding the fact that we are recommending we proceed with filing those complaints for the tax year 2022. The reason for that is we

believe that all of the changes made within the statute will be challenged. In other words, it is very possible and highly likely that some of these provisions will be challenged constitutionally because they have put in new restrictions specifically for the boards of education and other filers that do not apply to homeowners. And that is a good example of one. If you own property, you can file on a sale no matter when it happens. Historically, the law of Ohio has been a sale is considered recent to tax date if it occurs two to three years before or two to three years after a tax lien date. One specific restriction put in house Bill 126 is that third-party filers, such as the board of education, cannot file on that sale immediately. They are forced to wait and file a year later, which could cost millions of dollars to the district. We recognize that proposing you go ahead and file these complaints this year appears to conflict with that new language. Still, if the constitutionality of these changes is challenged and found to be a successful argument somewhere down the line, you have lost any chance of receiving that revenue for the tax year 2022 if we have not filed these complaints. And there's no way we can retroactively file once that determination has been made.

Mr. Vorst said we have to file now even though it doesn't necessarily agree with the specifics of House Bill 126 because if we don't, we'll miss out on that money for 2022 forever. Carol replied that's correct.

Mr. Perry said we're essentially preserving our right to appeal. Carol replied correct. If any part of this statute is challenged and successfully overturned by whomever, you have preserved your right to go forward with these cases.

13.   The meeting adjourned at 8:09 p.m.