

October 15, 2024

The Clark-Shawnee Local Board of Education met in a regular session on October 15, 2024, at Clark-Shawnee Local Administrative Offices located at 3680 Selma Road, Springfield, Ohio, 45502. The meeting was called to order at 6:30 p.m. by President Galbreath.

Those answering the roll by Mr. Faulkner:

Mr. DeHart
Mr. Galbreath
Mrs. Garrett
Dr. Page
Mrs. Pierce

Also present: Mr. Brian Kuhn, Superintendent
Mr. Adam Billet, Assistant Superintendent

All stood and recited the Pledge of Allegiance.

ACCEPTANCE OF THE AGENDA (2024-1453)

Dr. Page moved to accept the agenda and addendum.
Mr. DeHart Seconded the motion.

Ayes: Galbreath, Garrett, Page, Pierce, DeHart.
The President declared the motion carried.

REQUESTS AND CONCERNS OF THE GENERAL PUBLIC

Jeff Hughes Religious Affiliation

ROUND TABLE

C.T.C. Update

Mr. Ben Galbreath provided an update to the Board of Education regarding the activities of the Springfield-Clark Career Technology Center. [Reference Exhibit A].

Assistant Superintendent Update

Mr. Adam Billet, Assistant Superintendent, provided an update to the Board of Education regarding the following topics:

- Building and Facilities Updates
- State Report Card. [Reference Exhibit B].

Superintendent Update

Mr. Brian Kuhn, Superintendent, provided an update to the Board of Education on the following topics.

- District Inservice Day - October 18, 2024
- Belfore and the ongoing dispute on billing
- 2025-2026 School year calendar surveys to staff
- Fan Code of Conduct
- SuperEval

Update Regarding Housing Project Matters

Mr. Brian Kuhn, Superintendent, provided an update to the Board of Education on the following topics:

- CEDA and the court proceedings
- TIF Documents - letter to legislators for legislation reform. [Reference Exhibit C].

ACCEPTANCE OF CONSENT CALENDAR – FINANCIAL (2024–1454)

Mr. DeHart moved to approve the following:

- A. Signing of the Minutes of the Previous Meeting**
- B. Treasurer's Report and Condition of the Funds**
- C. Monthly Bills and Allowance of those that are in Order**
- D. Acceptance of Donation**

To accept the Clark-Shawnee Little Braves, Inc. donation of \$8,000.00 to help complete the asphalt work at the football stadium.

Mr. Tom Faulkner also provided an update to the Board of Education on the following topics:

- Clark-Shawnee Income Tax [Reference Exhibit D]
- OFCC Project Closure
- Contract with Bradly Payne to monitor tax incentives

Mrs. Pierce Seconded the motion.

Ayes: Garrett, Page, Pierce, DeHart, Galbreath.

ACCEPTANCE OF CONSENT CALENDAR – PERSONNEL (2024-1455)

Dr. Page moved to approve the following:

Resignation

To accept Mrs. Talia Kalmerton, Teacher, letter of resignation effective October 18, 2024.

Employment

Support Staff

To approve Mrs. Talia Kalmerton as Aide for the 2024-2025 school year effective October 21, 2024. [Current Assignment: Shawnee MS/HS]

To approve Mrs. Teresa Keplinger as Aide, Special Assignment for the 2024-2025 school year effective October 14, 2024 [Current Assignment: Shawnee Elementary]

Additional Duty (Certified)

To approve Mrs. Whitney Adams as Mentor for the 2024-2025 school year.

To approve Mrs. Carolyn Collins as Mentor for the 2024-2025 school year.

To approve Mr. Blake Garberich as Fall Site Manager for the 2024-2025 school year.

To approve Mr. Blake Garberich as Boys Basketball, Varsity Assistant Coach for the 2024-2025 school year.

To approve Mr. Jason Mattern as Basketball, Middle School Girls Coach for the 2024-2025 school year.

To approve Mrs. Phyllis McCrory as Mentor for the 2024-2025 school year.

Additional Duty Support Staff

The following supplemental positions for the pupil activity programs in the Clark-Shawnee Local School District were first offered to those employees of the

District who are licensed individuals and no such employee applied and was qualified to fill the position such that the position was accepted by any such employee. The Board then advertised the position as available to any licensed individual who is qualified to fill it and who is not employed by the Board, and no such person has applied for and accepted the position. Thus, the Board resolved to employ the following non-licensed individuals to fill the following supplemental position.

To approve Ms Kaylee Cyphers as Basketball, Varsity Assistant Girls Coach for the 2024-2025 school year.

To approve Mr. John Earles as Basketball, Middle School Boys Coach for the 2024-2025 school year.

To approve Mr. Adam Kiess as Bowling, Girls Coach for the 2024-2025 school year.

To approve Mrs. Mallory Krouse as Cheerleading, Middle School Basketball Coach for the 2024-2025 school year.

To approve Mr. Nathan Krouse as Wrestling, Middle School Head Coach for the 2024-2025 school year.

To approve Mr. Jody Massie as Basketball, Middle School Boys Coach for the 2024-2025 school year.

To approve Mr. Brad McClintick as Wrestling, Middle School Assistant Coach for the 2024-2025 school year.

To approve Mr. Jake Mershon as Wrestling, Varsity Head Coach for the 2024-2025 school year.

To approve Mr. Luke Matthews as Wrestling, High School Assistant Coach for the 2024-2025 school year.

To approve Mr. John Oliver as Bowling, Boys Coach for the 2024-2025 school year.

To approve Mr. Derek Tincer as Basketball, Varsity Assistant Boys Coach for the 2024-2025 school year

To approve Mrs. Brittany Sparks as Basketball, Varsity Assistant Girls Coach for the 2024-2025 school year.

Substitutes- Certified

To approve Mrs. Amanda Thurman as a Long-Term Substitute teacher for the 2024-2025 school year.

Substitutes- Support Staff

To approve Mrs. Karen Chilton as Support Staff Substitute for the 2024-2025 school year.

To approve Mrs. Virginia Coffman as Support Staff Substitute for the 2024-2025 school year.

To approve Mrs. Lisa Massie as Support Staff Substitute for the 2024-2025 school year.

To approve Mrs. Krista Mattern as Support Staff Substitute for the 2024-2025 school year.

Approval of Wage Differentials

To approve a wage differential of \$1.50 per hour for Mrs. Liberty Choiniere, Aide, effective October 16, 2024 through October 31, 2024 due to the responsibilities assigned to her position.

To approve a wage differential of \$1.50 per hour for Mrs. DeAnn Meade, Aide, effective October 17, 2024 for up to eight weeks due to the responsibilities assigned to her position.

Mrs. Garrett seconded the motion.

Ayes: Page, Pierce, DeHart, Galbreath, Garrett.

ACCEPTANCE OF CONSENT CALENDAR – MISCELLANEOUS (2024-1456)

Mrs. Garrett moved to approve the following:

Establishment of Non-Curricular Club

To approve Mrs. Sherry Akers request for permission to establish the Builders Club as a non-curricular club for the 2024-2025 school year and to establish Fund 200-9925 for the club accordingly.

Memorial Brick Purchase

To approve Mr. Brian Kuhn, Superintendent, recommendation for authorization to purchase a memorial brick for Spencer Shaffer using general fund resources.

Mrs. Pierce seconded the motion.

Ayes: Pierce, DeHart, Galbreath, Garrett, Page.

EXECUTIVE SESSION - (2024-1457)

Mr. Galbreath moved to go into Executive Session pursuant to ORC 121.22(G)(1) for the purpose of considering the discipline of a public employee at 8:00 pm.

Mr. DeHart Seconded the motion.

Ayes: DeHart, Galbreath, Garrett, Page, Pierce.

Mr. Galbreath declared the board out of Executive Session at 8:14 pm.

**RESOLUTION TO IMPOSE A SUSPENSION WITHOUT PAY FOR TEACHING
EMPLOYEE MRS. TALIA KALMERTON (2024-1458)**

Mr. DeHart moved to approve the following:

WHEREAS, the Clark-Shawnee Local School District Board of Education ("Board") employs Talia Kalmerton ("Kalmerton") under a limited teaching contract pursuant to Ohio Revised Code Section 3319.11; and

WHEREAS, the Board is party to a collective bargaining agreement with the Clark-Shawnee Local Education Association ("CSLEA"), effective July 1, 2022 through June 30, 2025 [entitled and referred to herein as "Contractual Agreement"]; and

WHEREAS, pursuant to Article 1 of the Contractual Agreement, CSLEA represents all full time and regular part-time teachers employed by the Board; and

WHEREAS, Article 34 of the Contractual Agreement provides for the progressive discipline process for teachers employed by the Board; and

WHEREAS, Article 34 of the Contractual Agreement provides that the Superintendent may suspend a teacher without pay for up to five (5) contract days depending upon the nature and magnitude of the conduct bringing about the discipline; and

WHEREAS, Section 3319.16 of the Ohio Revised Code, which governs the termination and suspension of teaching employees, provides that a board of education may suspend a teaching employee for good and just cause, if the character of the charges warrants such action; and

WHEREAS, the Superintendent has determined, based upon internal investigation, that Kalmerton has engaged in conduct that violates Board Policies 5630.01 & 3213, as set forth in the notice of intent issued by the Superintendent to Kalmerton on October 10, 2024; and

WHEREAS, based upon the results of said internal investigation, the Superintendent is recommending that the Board impose a disciplinary suspension without pay for a period of three (3) work days, to be served October 16, 2024 through October 18, 2024, based upon the conduct set forth in the notice of intent issued by the Superintendent to Kalmerton on October 10, 2024; and

WHEREAS, in the notice of intent issued by the Superintendent to Kalmerton on October 10, 2024, Kalmerton was officially advised of her right to a due process hearing before the Board at the Board's regular public meeting on October 15, 2024, regarding the Superintendent's recommendation that the Board impose a disciplinary suspension without pay, prior to the Board taking official public action regarding the Superintendent's recommendation; and

WHEREAS, Kalmerton did not appear for the due process hearing before the Board, held in executive session of the Board, at the Board's regular public meeting on October 15, 2024; and

WHEREAS, the Board has fully considered all matters presented to and before the Board regarding the grounds for the Superintendent's recommendation to impose a disciplinary suspension without pay for a period of three (3) work days, to be served October 16, 2024 through October 18, 2024, and the Board takes official public action on the Superintendent's recommendation as follows;

NOW, THEREFORE BE IT RESOLVED, that the Clark-Shawnee Local School District Board of Education ("Board") hereby acts to approve the Superintendent's recommendation to place teaching employee Talia Kalmerton on disciplinary suspension without pay for a period of three (3) work days, to be served October 16, 2024 through October 18, 2024, based upon the grounds set forth in the notice of intent issued by the Superintendent to Kalmerton on October 10, 2024, which the Board finds, upon its review and consideration of the Superintendent's recommendation, constitutes good and just cause for such action under Article 34 of the Contractual Agreement, and pursuant to Ohio Revised Code Section 3319.16;

BE IT FURTHER RESOLVED, that the Clark-Shawnee Local School District Board of Education hereby directs its Treasurer to issue official written notice of same forthwith, along with a copy of said Resolution, to Talia Kalmerton, and further hereby directs its Superintendent and Treasurer to faithfully execute the terms this Resolution as stated herein, including copies of this action to be placed in the personnel file for Talia Kalmerton as maintained by the Board.

Mrs. Garrett seconded the motion.

Ayes: DeHart, Galbreath, Garrett, Page, Pierce.

ADDITIONAL ITEMS FOR BOARD DISCUSSIONS AND/OR ACTION

Discussion on Discipline Reports.

Mr Galbreath asked Mr. Billett if the district has seen any change in student behavior due to LifeWise.

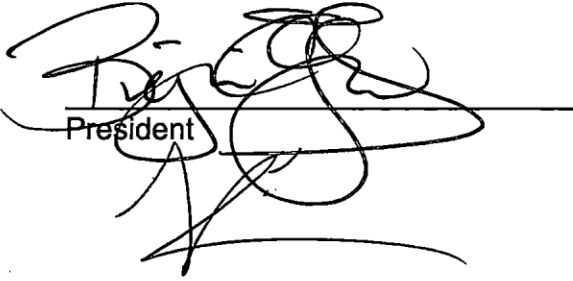
Mr. Kuhn updated the Board of Education on his meeting with LifeWise regarding Board Policy.

ADJOURNMENT

Mr. DeHart moved to adjourn the meeting at 8:23 pm.

Mrs. Pierce Seconded the motion.

Ayes: Galbreath, Garrett, Page, Pierce, DeHart.

A large, stylized handwritten signature in black ink, written over a horizontal line. The signature is highly cursive and difficult to decipher, but it appears to start with a large 'P'.

President

A horizontal line with a handwritten signature in black ink written below it. The signature is less distinct than the one above.

Treasurer



TECUMSEH LOCAL SCHOOLS

DID YOU KNOW?



Nearly 1 out of 3

Tecumseh students enroll at CTC during high school.



Top 5 Career Fields

Tecumseh CTC students have the highest enrollment in these career fields:

- Health Sciences \$24,000 - \$120,000+
- Construction \$22,000 - \$90,000+
- Manufacturing \$45,000 - \$98,000+
- Transportation \$42,000 - \$85,000+
- Agriculture \$24,000 - \$120,000+



Career & College Ready

- 94% of Tecumseh CTC students earned one or more state-recognized Industry Credentials in 2023-2024.
- Tecumseh CTC students earned more than 120 college credits through articulation agreements and College Credit Plus Credits in 2023-2024.



Work-Based Learning

- 18 Tecumseh CTC students earned a total of over \$148,000 in their field of study through early work placement in 2023-2024.

SPRINGFIELD-CLARK

CTC

CAREER TECHNOLOGY CENTER
CAREER READY. COLLEGE READY. LIFE READY.

2023-2024

State Report Card

5-Star Overall



Significantly Exceeds State Standards

100%

Met 9 out of 9 Federal Indicators





School Report Cards



Exceeds state standards

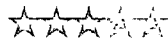
2023 - 2024 Report Card for Clark-Shawnee Local

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2024 Ohio School Report Cards.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

Performance Index



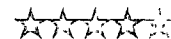
Meets state standards in academic achievement.

78.6%

Progress

This component looks closely at the growth all students are making based on their past performances.

Overall



Significant evidence that the district exceeded student growth expectations.

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.

Annual Performance Goals

41.1%



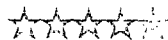
Meets state standards in closing educational gaps.

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

95.0% of students graduated in 4 years

96.7% of students graduated in 5 years

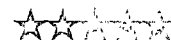


Exceeds state standards in graduation rates

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Improving K-3 Literacy
Third Grade Reading Proficiency
Promotion to Fourth Grade

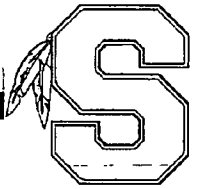


Needs support to meet state standards in early literacy (K-3).

4.7%
63.1%
99.1%

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether



Clark-Shawnee Local School District 2023-2024 State Report Card

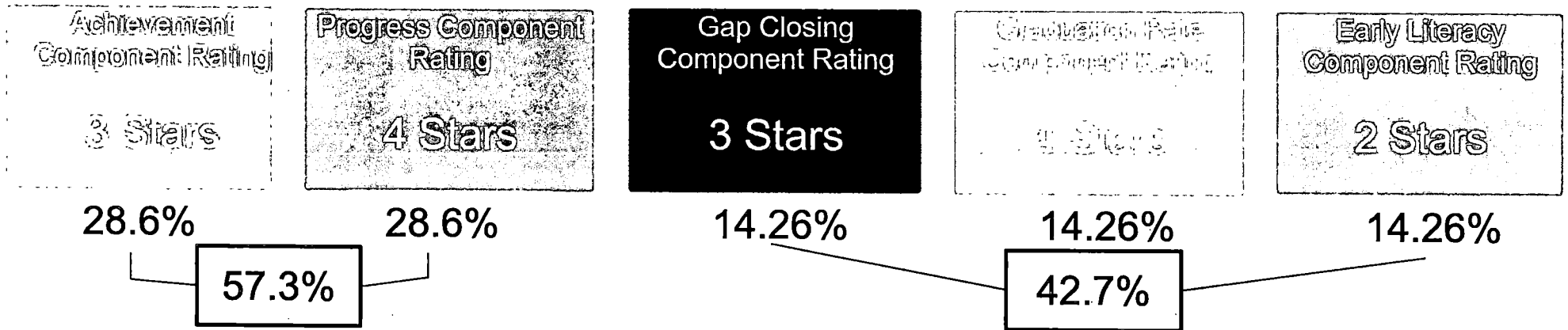
Presentation to the Board of Education
October 15, 2024

CLARK-SHAWNEE SCHOOL DISTRICT

DISTRICT
REPORT

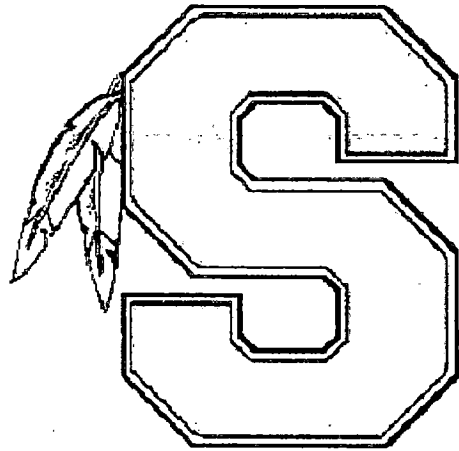
2023-2024

Overall Rating
4 Stars





Overall-County Comparison



★★★★.5



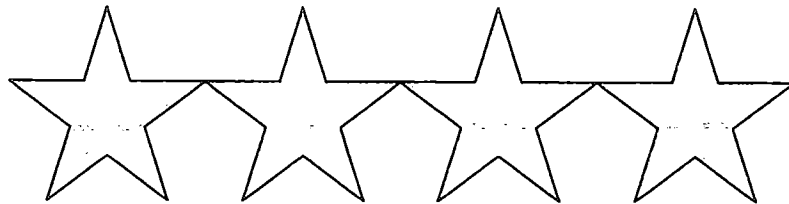
★★★



★★★★.5



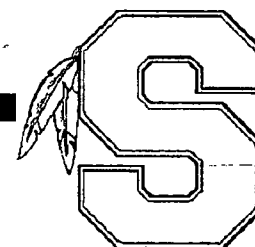
★★★



★★★★.5



★★



OVERALL RATING : 4 STARS

Achievement ☆ ☆ ☆

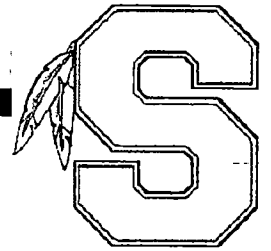
Performance index (PI)

- Measures levels of achievement, awarding larger weights for scores at higher levels

Clark-Shawnee 3 stars

- County Average 3 Stars
- State Average 2.5 Stars

$$28.6\% * 3 = .8580$$



Clark-Shawnee

Achievement Understanding

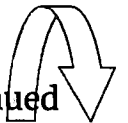
- Performance Index: 85.9
- Maximum District Score: 109.3 Changes/Year
- Performance Index Percent 78.6%

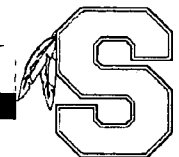
Total Score: Greater than 70% but less than 80% = 3 stars



1.4 % away from 4 stars!!

Achievement Understanding continued

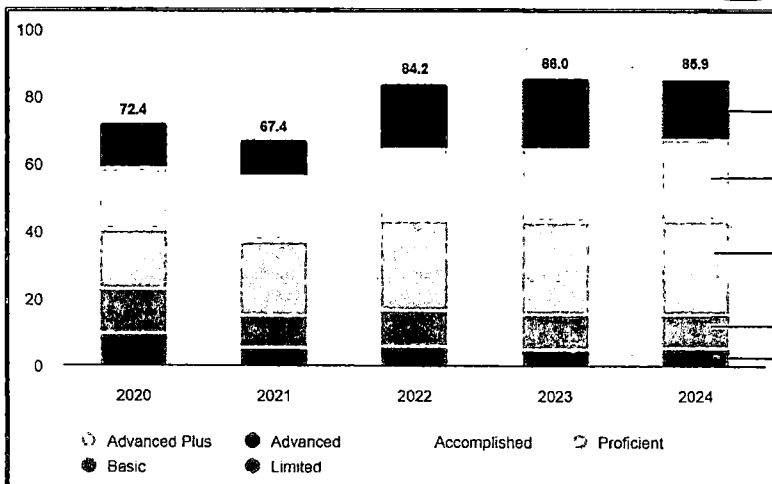




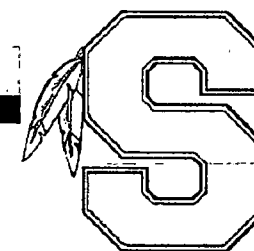
	Tests Taken	Tests Proficient	Percent Proficient
Third Grade			
English Language Arts	132	85	64.4%
Mathematics	132	95	72.0%
Fourth Grade			
English Language Arts	127	79	62.2%
Mathematics	127	94	74.0%
Fifth Grade			
English Language Arts	132	77	58.3%
Mathematics	131	84	64.1%
Science	131	81	61.8%
Sixth Grade			
English Language Arts	140	74	52.9%
Mathematics	140	94	67.1%
Seventh Grade			
English Language Arts	139	88	63.3%
Mathematics	139	79	56.8%
Eighth Grade			
English Language Arts	138	74	53.6%
Mathematics	138	95	68.8%
Science	138	101	73.2%
High School			
Algebra I	128	87	68.0%
American US Government	138	105	76.1%
American US History	137	103	75.2%
Biology	133	97	72.9%
English Language Arts II	140	103	73.6%
Geometry	25	7	28.0%
Mathematics I	< 10	< 10	NC
Mathematics II	115	64	55.7%



Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.3	X	1.3	=	0.3
Advanced	15.2	X	1.2	=	18.2
Accomplished	21.7	X	1.1	=	23.8
Proficient	28	X	1.0	=	28
Basic	16.9	X	0.6	=	10.1
Limited	17.8	X	0.3	=	5.3
Untested	0.2	X	0.0	=	0.0
					85.9



÷ 109.3



OVERALL RATING : 4 STARS

Progress ☆☆☆

Value-Added

- Measures the degree to which students achieved expected growth

Clark-Shawnee 4 stars

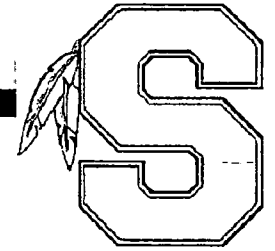
- County Average 2.5 Stars
- State Average 2.4 Stars

- Data shows that the efforts of our teachers and administrators is paying huge dividends at Clark-Shawnee. Clark-Shawnee is one of 2 districts in Clark County to receive a 4 star rating in the progress component. This metric shows that our students demonstrated more academic growth in a single year than anticipated by the State of Ohio.

$$28.6\% * 4 = 1.144$$






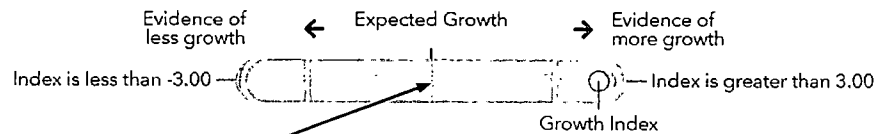
Clark-Shawnee



Progress Understanding

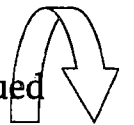
Effectiveness Levels

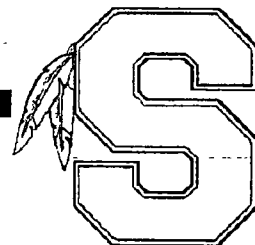
-  Light Blue Significant evidence that students made more growth than expected
-  Green Evidence that students made growth as expected
-  Yellow Significant evidence that students made less growth than expected



Would represent growth measure of zero

Progress Understanding continued





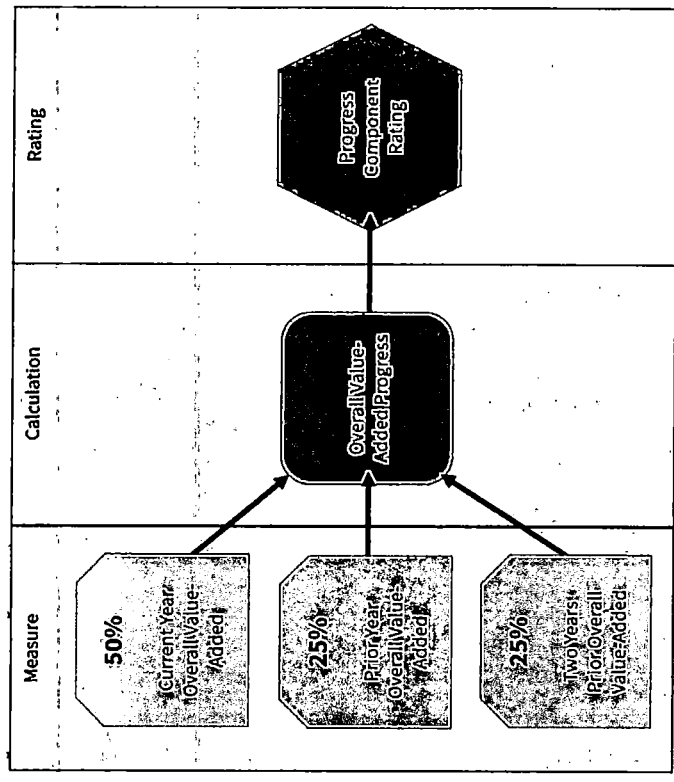
Progress				
Test Grade	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

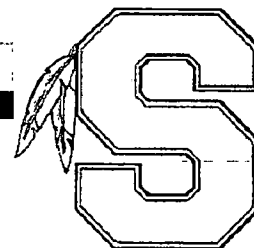
Progress								
Test Grade	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

- Significant evidence that the district exceeded student growth expectations by a larger magnitude.
- Significant evidence that the district exceeded student growth expectations.
- Evidence that the district met student growth expectations.
- Significant evidence that the district fell short of student growth expectations.
- Significant evidence that the district fell short of student growth expectations by a larger magnitude.
- Value Added data is not available.

Subject	Year	Grade	Effectiveness Level	Achievement Score → Goal	Exceeding Achievement Percentage
OST English Language Arts - Accountability	2023	4	Green	51.3 → 50.3	52
		5	Green	51.0 → 49.8	52
		6	Green	50.4 → 49.8	52
		7	Light Blue	49.7 → 52.0	50
OST Mathematics - Accountability	2023	4	Light Blue	49.5 → 51.8	47
		5	Green	55.5 → 56.9	60
		6	Green	53.7 → 54.1	57
		7	Green	55.4 → 55.4	60
OST Science - Accountability	2023	5	Green	725.5 → 730.1	53
		5	Green	723.7 → 724.6	54
OST EOC Algebra I - Accountability	2023	N/A	Yellow	711.0 → 648.7	39
OST EOC American US Government - Accountability	2023	N/A	Green	717.2 → 715.7	61
OST EOC American US History - Accountability	2023	N/A	Light Blue	718.3 → 723.2	56
OST EOC Biology - Accountability	2023	N/A	Green	711.7 → 714.8	55
OST EOC English Language Arts II - Accountability	2023	N/A	Green	710.6 → 708.0	51
OST EOC Geometry - Accountability	2023	N/A	Green	673.0 → 673.0	40
OST EOC Mathematics I - Accountability	2023	N/A	Green	705.3 → 706.7	66
OST EOC Mathematics II - Accountability	2023	N/A	Yellow	700.6 → 692.2	47

Year	Item	Rating	Score Range	
2021	4	Green	52.0 → 51.5	
	5	Green	48.9 → 50.2	
	6	Green	51.3 → 49.8	
	7	Green	50.5 → 50.5	
	8	Green	53.5 → 54.3	
	2022	4	Green	53.0 → 51.4
		5	Green	52.6 → 51.5
		6	Green	50.7 → 49.6
7		Light Blue	51.1 → 54.1	
8		Green	51.1 → 51.7	
2023		4	Green	51.3 → 50.3
		5	Green	51.0 → 49.8
		6	Green	50.8 → 49.8
	7	Light Blue	49.7 → 52.0	
	8	Green	53.8 → 53.5	
	2021	5	Green	50.0 → 50.6
		6	Green	48.7 → 50.6
		7	Light Blue	49.4 → 52.3
8		Light Blue	54.0 → 59.0	
2022		4	Light Blue	50.6 → 56.2
		5	Light Blue	46.9 → 54.6
		6	Light Blue	50.5 → 55.6
		7	Light Blue	51.6 → 55.2
	8	Light Blue	53.3 → 60.2	
	2023	4	Light Blue	48.5 → 51.8
		5	Green	55.5 → 56.9
		6	Green	53.7 → 54.1
7		Green	55.4 → 55.4	
8		Light Blue	56.1 → 61.3	





OVERALL RATING : 4 STARS

Gap Closing ☆☆☆

- Measures how well student subgroups perform
 - Achievement expectations established by the state
 - Progress expectations established by the state
- *Gifted, ELL, Hispanic, Black, White, Multiracial, Economically Disadvantaged, Students with Disabilities, Truancy*

Clark-Shawnee 3 stars

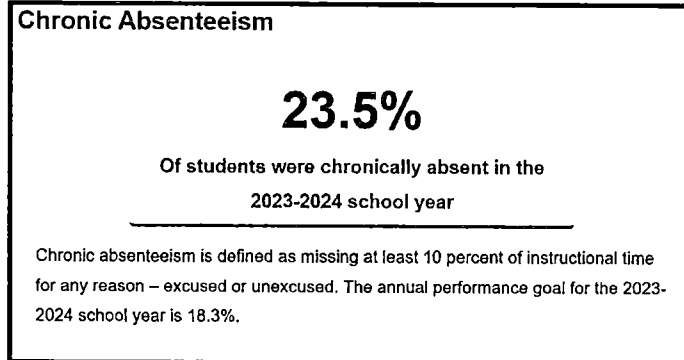
- County Average 2.5 Stars
- State Average 2.4 Stars

$$14.26\% * 2.75 = .3923$$

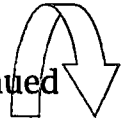


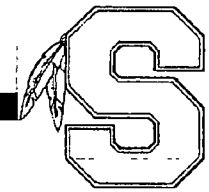
Clark-Shawnee Gap Closing Understanding

- 23 of a possible 26
 - 41.4%
 - ELL students / Students with disabilities
 - Student groups fewer than 15
- Are students are not rated....



Gap Closing continued



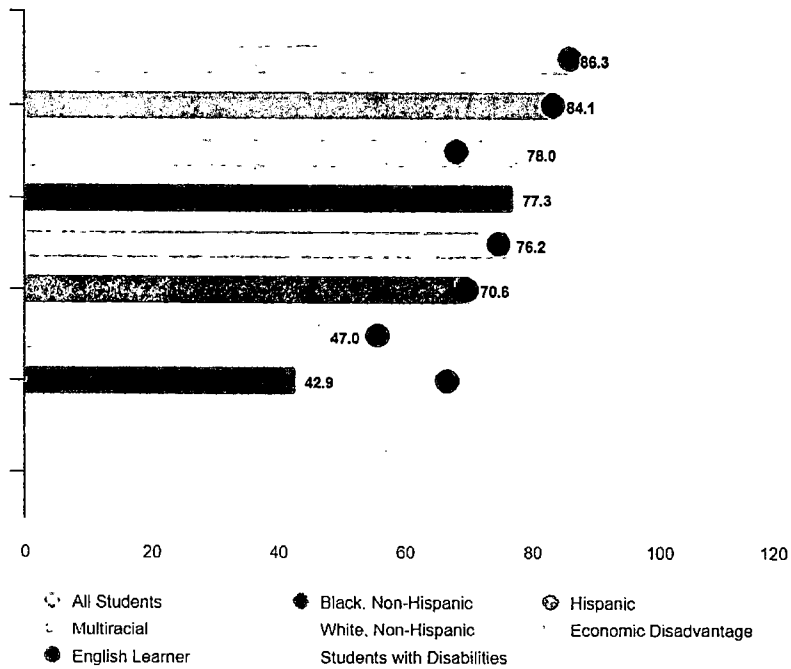


GAP CLOSING



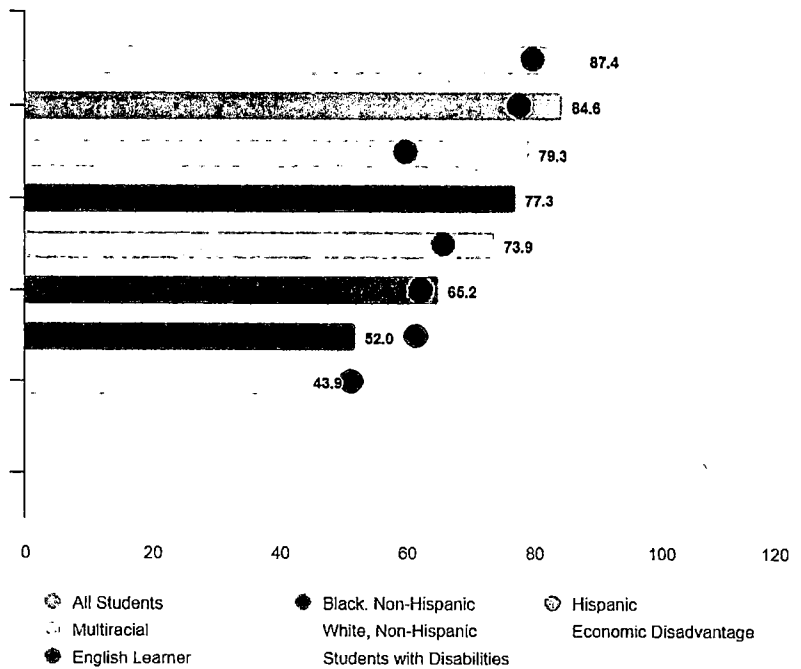
English Language Arts Achievement

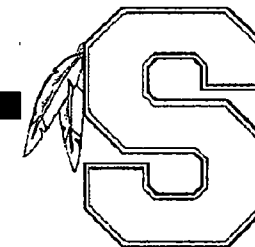
Performance Index by Student Group



Math Achievement

Performance Index by Student Group





OVERALL RATING : 4 STARS

GRADUATION ☆☆☆

Value-Added

- Measures the degree to which students achieved expected growth

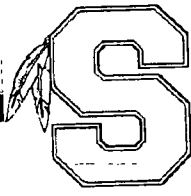
Clark-Shawnee 4 stars

- **4- Year Graduation Rate= 95.0%** → **60%**
- **5 -Year Graduation Rate= 96.7%** → **40%**

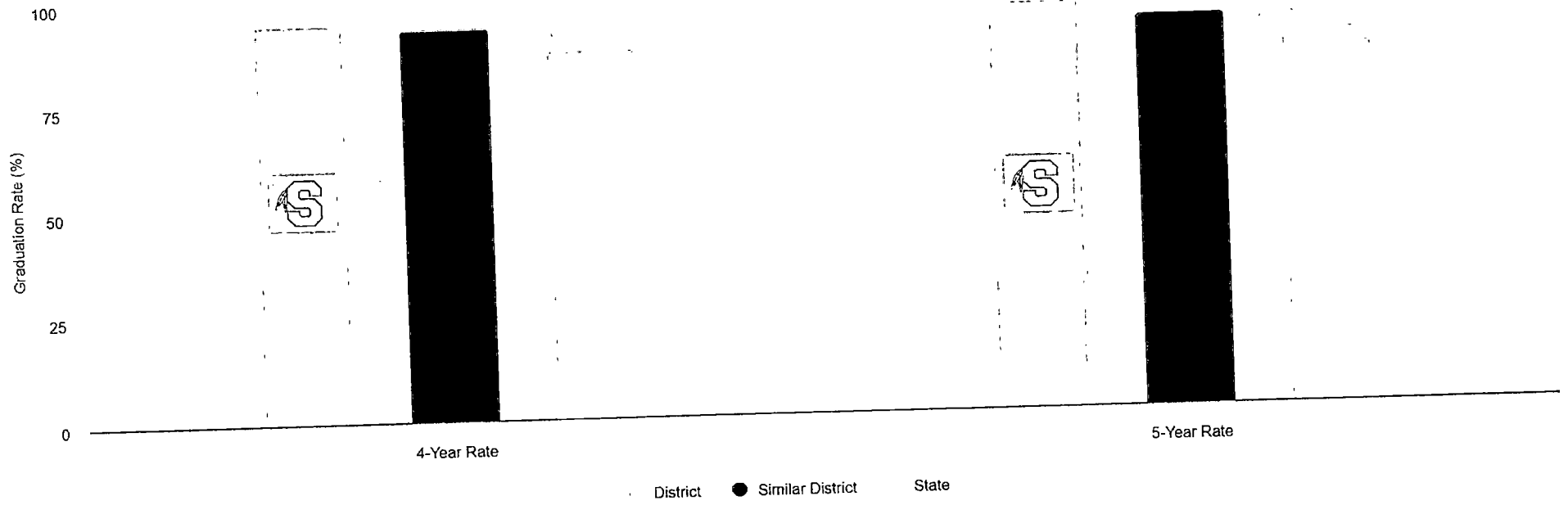
Less than 1% from 5 star

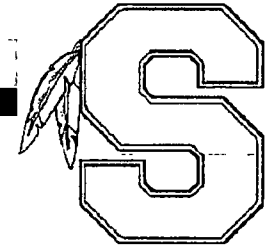
→ **95.68%**

$14.26\% * 3.75 = .535$



Comparison data shows the 4- and 5-year graduation rates in comparison to the similar district averages and state averages.





OVERALL RATING : 2 STARS

Early Literacy ☆ ☆

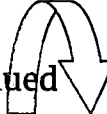
Reading Improvement

- Kindergarten through third grade

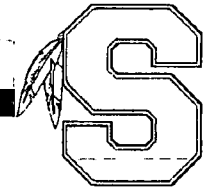
Clark-Shawnee 2 stars

Three Measures of Early Literacy Component:

1. Proficiency in Third Grade
2. Promotion to Fourth Grade
3. Improving K-3 Literacy

Early Literacy continued 

$$14.26\% * 1.5 = .2140$$



Early Literacy Component....

Proficiency in Third Grade Reading

- Third Graders that scored proficient or higher on the reading segment of the Third Grade ELA OST



Promotion to Fourth Grade

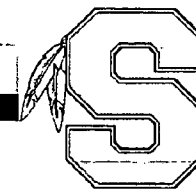
- Percentage of Third grade students who were prompted to 4th grade



Improving K- 3 Literacy

- Data looks at students that were previously off track that have moved to on track





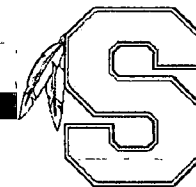
How do we improve Early Literacy?

- Reporting safe-guards

- District wide spreadsheet tracking "on Track" data.
- Monthly Curriculum meetings with Campus Directors.
- Task/Calendar deadlines updated monthly.
- EMIS Coordinator in direct contact with Elementary Director/ shared information
- Tracking progress regularly.
- The Mrs. Elliott effect....

- Staff/School Building Improvements

- Dyslexia Screening
- Curriculum Pilot / Solid ELA curriculum K-6 (Alignment with Science of Reading)
 - CKLA
 - Benchmark
- 27 Elementary Teachers trained in LETRS
 - Proven to increase long-term systemic change in literacy instruction
- Merge of 3 building into one consistent district wide K-6 Curriculum



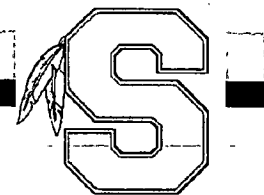
FALL		MIDYEAR		SPRING	
147 tested		140 tested		140 tested	
34	23%	24	17%	15	11%
36	24%	27	19%	26	19%
10	7%	38	27%	42	30%
67	46%	51	37%	56	40%
below	57%	below	36%	below	30%
at or above	53%	at or above	64%	at or above	70%

Let's look at the Math..

Achievement: .8580
Progress: 1.1444
Gap Closing: .3923
Graduation: .535
Early Literacy: .2140

3.1437 points

Points Earned	Rating	Rating Description
Greater than or equal to 4.125	5 Stars	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Stars	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Stars	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Stars	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Stars	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Stars	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Stars	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Stars	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

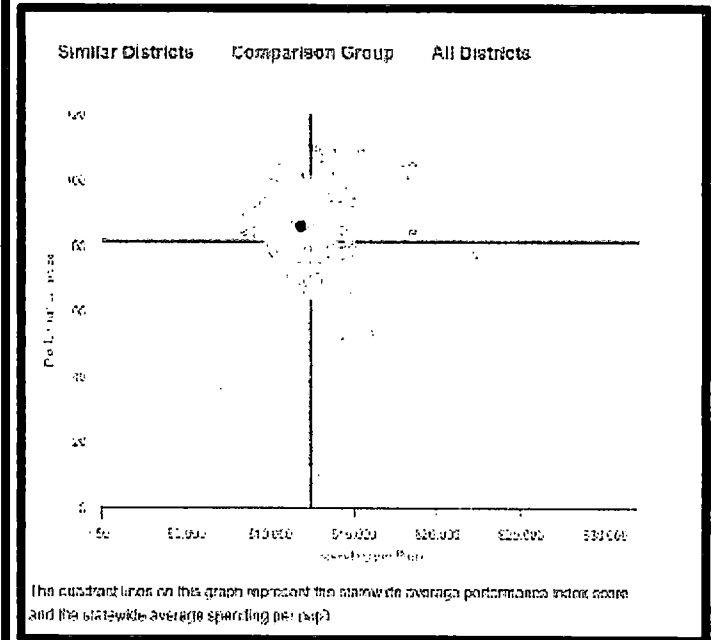
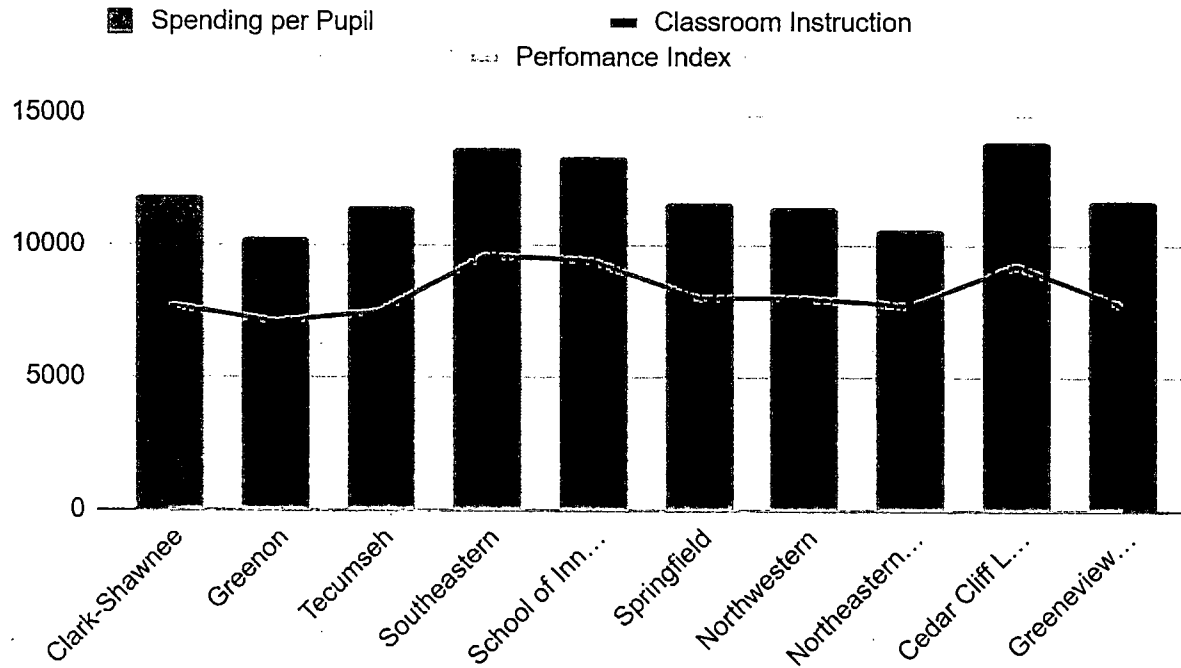


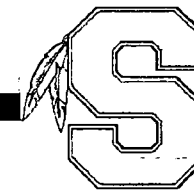
Financial Breakdown of State Report Card

	Spending per Pupil AVG \$12,396.00	Classroom Instruction AVG \$8,292.00	Performance Index
Clark-Shawnee ★	\$11,874.00	\$7,741.00	86.00%
Greenon	\$10,353.00	\$7,134.00	83.20%
Tecumseh	\$11,506.00	\$7,512.00	79.50%
Southeastern	\$13,740.00	\$9,637.00	86.00%
School of Innovation	\$13,400.00	\$9,445.00	77.80%
Springfield	\$11,697.00	\$8,042.00	58.20%
Northwestern	\$11,462.00	\$8,027.00	82.70%
Northeastern Local	\$10,631.00	\$7,752.00	82.90%
Cedar Cliff Local ★	\$13,978.00	\$9,293.00	83.50%
Greeneview Local ★	\$11,718.00	\$7,765.00	88.00%



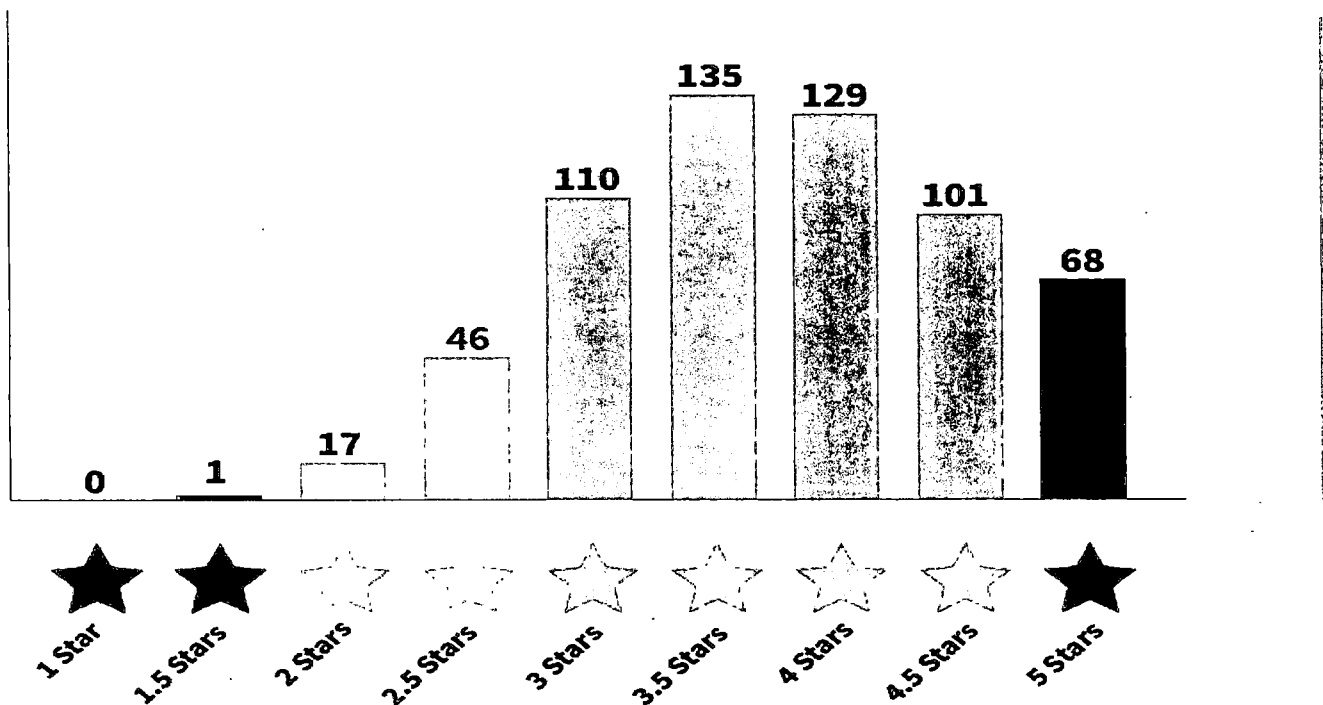
Spending per Pupil AVG \$12,396.00, Classroom Instruction AVG \$8,292.00 and Performance Index





District-Level

Overall Rating Distribution



Overall and Component Rating Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are updates- are not marked.

Date	Effective	Description

OHIO REVISED CODE and OHIO ADMINISTRATIVE CODE require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the DIFFERENT DATA COLLECTIONS. This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Overall	Component	SDC Breadcrumb Trail
Overall		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Overall
	Achievement	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Achievement
	Progress	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Progress
	Gap Closing	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gap Closing
	Graduation	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Graduation
	Early Literacy	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Early Literacy

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Introduction

The Department continues its commitment to assessing and evaluating schools and districts through a comprehensive framework. As part of this framework, the Department issues five component ratings to schools and districts, providing a holistic view of educational performance. These components include Achievement, Progress, Gap Closing, Graduation Rate, and Early Literacy. The aggregation of these component ratings culminates in an Overall Rating, reflecting the overall effectiveness of educational institutions across Ohio. In this document, we delve into the methodology behind the overall rating, emphasizing the importance of performance metrics and their impact on the overall assessment. Additionally, we explore potential future enhancements, such as the inclusion of the College, Career, Workforce, and Military Readiness Component.

Achievement Component

Measures student performance on state assessments in English language arts, mathematics, science, and social studies. Points are awarded based on performance levels, with higher levels earning more points.

MEASURES INCLUDED

Performance Index Percentage
Performance Indicators

WEIGHTS

Performance Index Score contributes **100%** to the Achievement Component Rating
Performance Indicators contributes **0%** to the Achievement Component Rating

Figure 1: Visual of Achievement Component Calculation

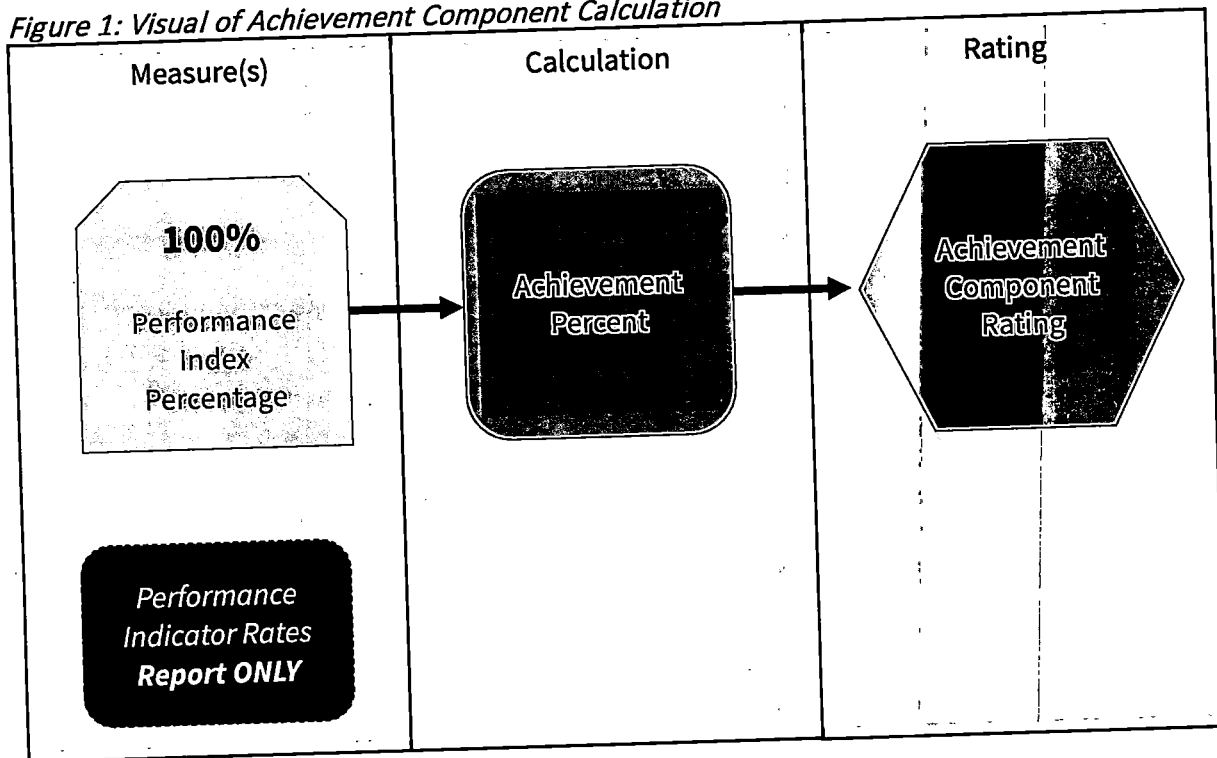


Table 2: Achievement Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star ≥90%	≥95% of Max Score	5
	≥92.5% to <95% of Max Score	4.75
	≥91% to <92.5% of Max Score	4.5
	≥90% to <91% of Max Score	4.25
4 Star ≥80% to <90%	≥87.5% to <90% of Max Score	4
	≥85% to <87.5% of Max Score	3.75
	≥82.5% to <85% of Max Score	3.5
	≥80% to <82.5% of Max Score	3.25
3 Star ≥70% to <80%	≥77.5% to <80% of Max Score	3
	≥75% to <77.5% of Max Score	2.75
	≥72.5% to <75% of Max Score	2.5
	≥70% to <72.5% of Max Score	2.25
2 Star ≥50% to <70%	≥65% to <70% of Max Score	2
	≥60% to <65% of Max Score	1.75
	≥55% to <60% of Max Score	1.5
	≥50% to <55% of Max Score	1.25
1 Star <50%	≥40% to <50% of Max Score	1
	≥30% to <40% of Max Score	0.75
	≥15% to <30% of Max Score	0.5
	≥0% to <15% of Max Score	0

Progress Component

Evaluates student growth over time, regardless of their initial achievement level. Compares students' actual progress to expected progress. Points are awarded based on how well students meet or exceed expected growth.

MEASURES INCLUDED
Value-Added Measure

WEIGHTS
For each school and district, the growth index will be used to reflect the reliability of data and the effect size will be used to indicate the amount of growth. Both are part of the value-added measure, which is weighted at **100%**. There are different cut scores for rating districts and schools.

Table 3: School Growth Index and Effect Size to Points Scale

Rating	Growth Index	Effect Size	Points
5 Star	≥ 2	≥ 0.2	5
4 Star	≥ 2	< 0.2	4
3 Star	≥ -2 to < 2	--	3
2 Star	< -2	≥ -0.2	2
1 Star	< -2	< -0.2	1

Table 4: District Growth Index and Effect Size to Points Scale

Rating	Growth Index	Effect Size	Points
5 Star	≥ 2	≥ 0.1	5
4 Star	≥ 2	< 0.1	4
3 Star	≥ -2 to < 2	--	3
2 Star	< -2	≥ -0.1	2
1 Star	< -2	< -0.1	1

Gap Closing Component

Focuses on closing achievement gaps among various student groups (e.g., economically disadvantaged, students with disabilities, English learners). Measures progress toward closing gaps in achievement and graduation rates. Points are awarded based on gap-closing performance.

MEASURES INCLUDED

Table 5: Gap Closing Measures and Possible Points

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level		10

Math Achievement	Met annual goal/individual student group level		10
English Language Arts Growth	Met annual goal/individual student group level		10
Math Growth	Met annual goal/individual student group level		10
Graduation	Met annual goal/individual student group level		10
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA		5
Chronic Absenteeism	Met annual goal or show improvement from prior year		5
Gifted Performance Indicator	Gifted Progress		5
	Gifted Performance Index		5
	Gifted Identification and Services		5
Preliminary Points			75
Demotion Required		Yes/No	
Final Points			

WEIGHTS

There is a total of 75 possible points. The weight of each measure depends on the number of measures applicable based on student enrollment or assessments. The points earned are divided by the points possible to find the preliminary percentage. The school/district may also receive a demotion for failing to meet the 95% participation rate and receive a proportional deduction to their percentage. If a school/district has no rated measures, then there is no Gap Closing component rating.

Figure 6: Visual of Gap Closing Component Calculation

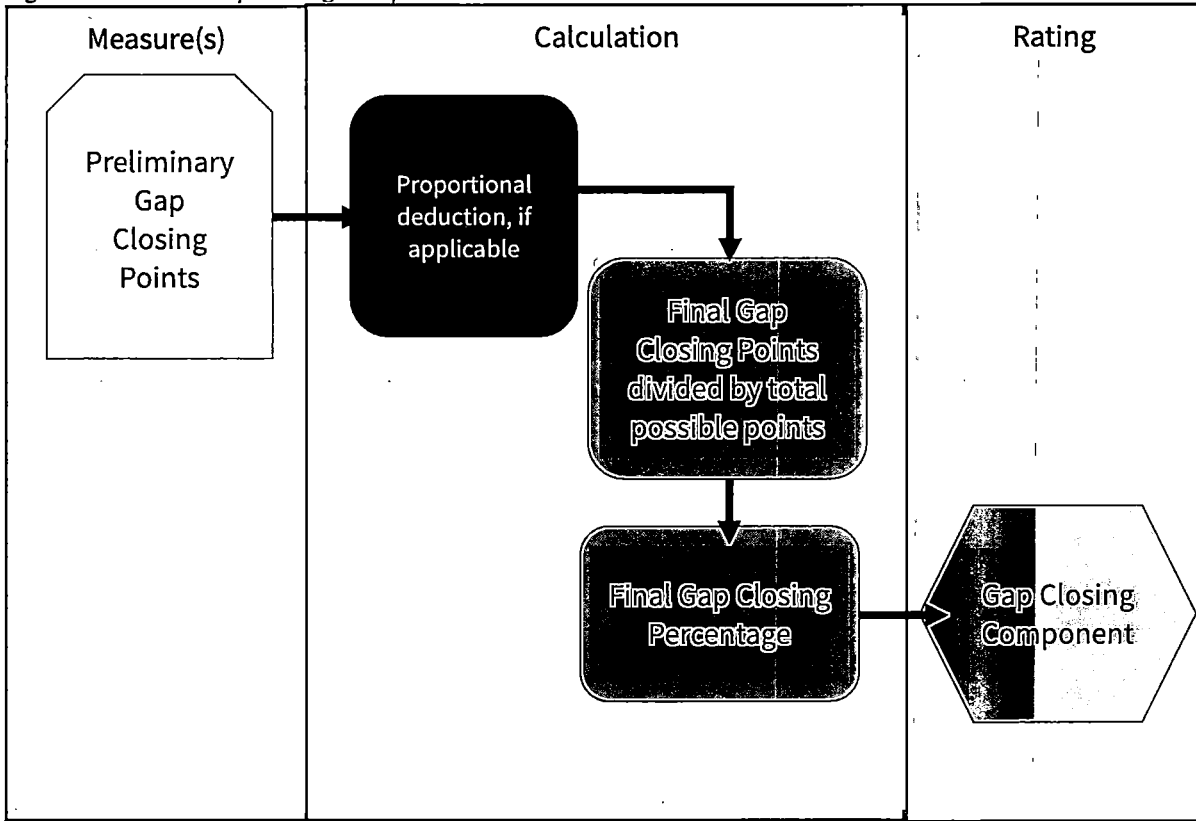


Table 6: Gap Closing Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star ≥60% to 100%	≥90% to 100%	5
	≥80% to <90%	4.75
	≥70% to <80%	4.5
	≥60% to <70%	4.25
4 Star ≥45% to <60%	≥56.25% to <60%	4
	≥52.5% to <56.25%	3.75
	≥48.75% to <52.5%	3.5
	≥45% to <48.75%	3.25
3 Star ≥30% to <45%	≥41.25% to <45%	3
	≥37.5% to <41.25%	2.75
	≥33.75% to <37.5%	2.5
	≥30% to <33.75%	2.25
2 Star ≥10% to <30%	≥25% to <30%	2
	≥20% to <25%	1.75
	≥15% to <20%	1.5
	≥10 to <15%	1.25
1 Star	≥7.5% to <10%	1

<10%	>=5% to <7.5%	0.75
	>=2.5% to <5%	0.5
	>=0% to <2.5%	0

Graduation Component

Assesses the percentage of students who graduate within four or five years. Includes both standard and extended graduation rates. Points are awarded based on graduation rate performance.

MEASURES INCLUDED

4-Year Graduation Rate

5-Year Graduation Rate

WEIGHTS

4-Year Graduation Rate contributes **60%** to the Graduation Component Rating

5-Year Graduation Rate contributes **40%** to the Graduation Component Rating

If a school/district has only one measure, then that one measure is used for the component. If neither measure is available, the component is not rated.

Figure 3: Visual of Graduation Component Calculation

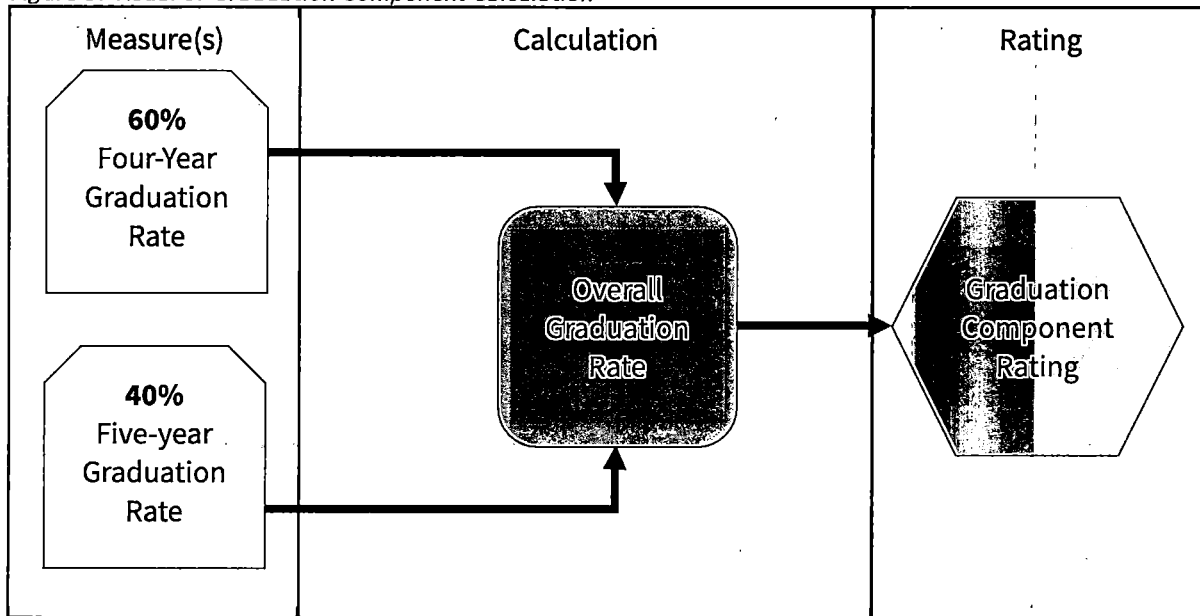


Table 7: Graduation Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star >=96.5% to 100%	>=99.125% to 100%	5
	>=98.25% to <99.125%	4.75
	>=97.375% to <98.25%	4.5

	>= 96.5% to <97.375%	4.25
4 Star >=93.5% to <96.5%	>=95.75% to <96.5%	4
	>=95% to <95.75%	3.75
	>=94.25% to <95%	3.5
	>=93.5% to <94.25%	3.25
3 Star >=90% to <93.5%	>=92.625% to <93.5%	3
	>=91.75% to <92.625%	2.75
	>=90.875% to <91.75%	2.5
	>=90% to <90.875%	2.25
2 Star >=84% to <90%	>=88.5% to <90%	2
	>=87% to <88.5%	1.75
	>=85.5% to <87%	1.5
	>=84% to <85.5%	1.25
1 Star <84%	>=63% to <84%	1
	>=42% to <63%	0.75
	>=21% to <42%	0.5
	>=0% to < 21%	0

Early Literacy Component

Evaluates students' reading skills in grades K-3. Measures progress toward achieving early literacy benchmarks. Points are awarded based on early literacy performance.

MEASURES INCLUDED

Third Grade Reading Proficiency
 Promotion to Fourth Grade
 Improving K-3 Reading

WEIGHTS

Third Grade Reading Proficiency contributes **40%** to the Early Literacy Component Rating
 Promotion to Fourth Grade contributes **35%** to the Early Literacy Component Rating
 Improving K-3 Reading contributes **25%** to the Early Literacy Component Rating

If a school/district has no rated measures, then the component is not rated.

Figure 9: Visual of Early Literacy Component Calculation

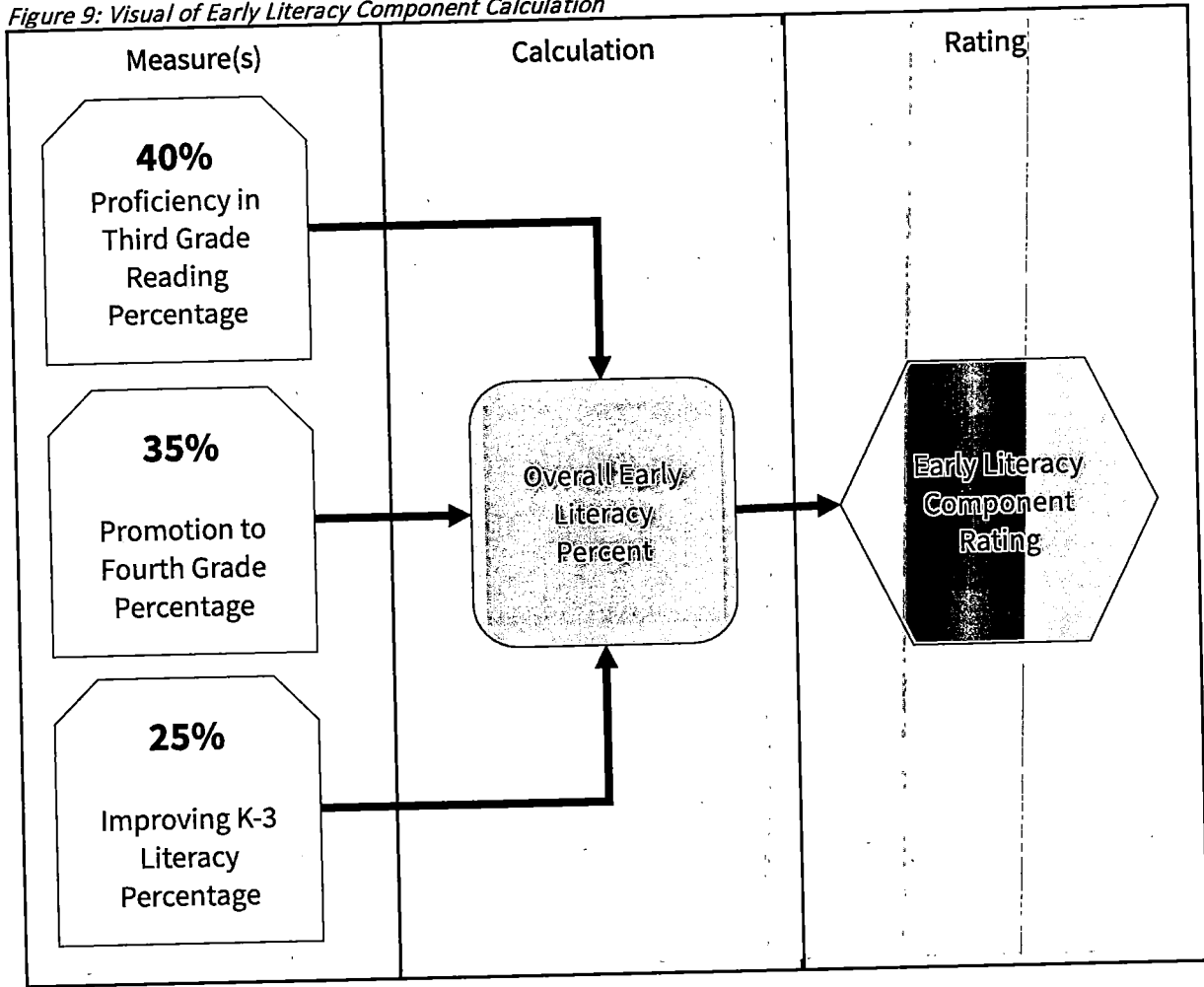


Table 8: Early Literacy Component Percentage to Points Conversion Chart

Component Rating Scale	Percentage	Points
5 Star ≥88% to 100%	≥97% to 100%	5
	≥94% to <97%	4.75
	≥91% to <94%	4.5
	≥88 to <91%	4.25
4 Star ≥78% to <88%	≥85.5% to <88%	4
	≥83% to <85.5%	3.75
	≥80.5% to <83%	3.5
	≥78% to <80.5%	3.25
3 Star ≥68% to <78%	≥75.5% to <78%	3
	≥73% to <75.5%	2.75
	≥70.5% to <73%	2.5
	≥68% to <70.5%	2.25

2 Star ≥58% to <68%	≥65.5% to <68%	2
	≥63% to <65.5%	1.75
	≥60.5% to <63%	1.5
	≥58% to <60.5%	1.25
1 Star <58%	≥43.5% to <58%	1
	≥29% to <43.5%	0.75
	≥14.5% to <29%	0.5
	<14.5%	0

Overall Rating

The Overall Rating provides a comprehensive view of school and district effectiveness. Each of the rated components has an established weight which contributes to the overall rating calculation.

Table 9: Component Weight Distribution for Overall Rating

Component	Weight Towards Overall Rating
Achievement	28.601%
Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

When one or more components are not rated (e.g. – an elementary school that has no Graduation Component or a high school that has no Early Literacy Component), the remaining components contribute proportionally to the overall rating.

There are numerous combinations of components that a school or district can have when looking at the five components. The table below outlines the weights for each possible combination.

Table 10 Possible Weight Combinations for Overall Rating

Component Combinations	Percent Contributed by Achievement Component	Percent Contributed by Progress Component	Percent Contributed by All Other Components
Achievement AND Progress AND 3 Other Components	28.601%	28.601%	14.266% Each
Achievement AND Progress AND 2 Other Components	33.3333%	33.3333%	16.6667% Each
Achievement and 3 Other Components	40%		20% Each

Progress and 3 Other Components		40%	20% Each
Achievement AND Progress AND 1 Other Component	40%	40%	20%
Achievement and 2 Other Components	50%		25% Each
Progress and 2 Other Components		50%	25% Each
Achievement AND Progress AND no Other Components	50%	50%	
Achievement AND No Other Components	100%		
Progress AND No Other Components		100%	
Achievement and 1 Other Component	66.6667%		33.3333%
Progress and 1 Other Component		66.6667%	33.3333%
No Achievement or Progress, 3 Other Components			33.33% Each
No Achievement or Progress, 2 Other Components			50% Each
No Achievement or Progress, 1 Other Component			100%
No Rated Components	No Overall Rating is Calculated		

Once the component ratings are assigned points, the points are weighted based on the percent that each component contributes to the overall rating using the weights in the tables above. The weighted points then are summed to determine the overall rating.

The table below shows the percentage that each measure contributes to its respective component (e.g. – the Performance Index contributes 100% to the Achievement component) and it visualizes the hierarchy that leads to the overall rating.

NOTE: that this table reflects the calculation of when all measures and all components have ratings. When one or more measures or components are not rated, the weights are adjusted proportionally.

Table 11: Measure contribution to Component points and Component points contribution to Overall Rating

Measure and Percent Contributed to Component Points	Component and Percent Contributed to Overall Rating Points	Overall Rating
Performance Indicators = 0%	Achievement Component = 28.601%	
Performance Index Score = 100%		
Overall Value-Added = 100%	Progress Component = 28.601%	
4-Year Graduation Rate = 60%	Graduation Component = 14.266%	
5-Year Graduation Rate = 40%		
Third Grade Reading Proficiency = 40% Fourth Grade Promotion = 35% Improving K-3 Literacy = 25%	Early Literacy Component = 14.266%	
Subgroup ELA Performance = 13.33% Subgroup Math Performance = 13.33% Subgroup ELA Progress = 13.33% Subgroup Math Progress = 13.33% Subgroup Graduation Rate = 13.33% EL Proficiency Improvement = 6.67% Chronic Absenteeism Indicator = 6.67% Gifted Performance Index Element = 6.67% Gifted Progress Element = 6.67% Gifted Identification and Services Element = 6.67%	Gap Closing Component = 14.266%	

For each applicable component, the total weighted component points will be calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined above. The total weighted component points are summed to arrive at the total points, which are rounded to the thousandths for ease of display. The resulting total will be a number between 0 and 5.

Below are examples of schools and a district with various combinations of component ratings. In each case, the Total Points are converted to a star rating as provided in the following table.

Table 12: Total Points to Overall Rating with Descriptions

OVERALL RATING SCALE AND DESCRIPTIONS		
Points Earned	Rating	Rating Description
Greater than or equal to 4.125	5 Stars	Significantly exceeds state standards

Greater than or equal to 3.625 but less than 4.125	4.5 Stars	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Stars	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Stars	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Stars	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Stars	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Stars	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Stars	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

EXAMPLE COMPONENT CALCULATIONS

Example 1: District with All Five Component Ratings

Component	Points Earned	Weight	Report Card Component Weighted Points*
Achievement	3.75	0.28601	1.07253750
Progress	4.0	0.28601	1.14404000
Graduation	4.75	0.14266	0.67763500
Gap Closing	3.5	0.14266	0.49931000
Early Literacy	2.75	0.14266	0.39231500
TOTAL WEIGHTED POINTS			3.786 = "4.5 Star"

*Note that when calculating the weighted points, each component is calculated to an unrounded number and those real numbers are summed to get the Total Weighted Points. As a last step, the Total Weighted Points are rounded for display.

Example 2: K-2 School with Early Literacy Component Only

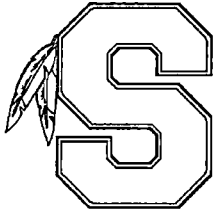
Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement			
Progress			
Graduation			
Gap Closing			
Early Literacy	2.75	1.00	2.750
TOTAL WEIGHTED POINTS			2.750 = "3.5 Star"

Example 3: High School with 4 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	1.25	.333333	0.416666250
Progress	4.75	.333333	1.583331750
Graduation	1.50	.166667	0.250000500
Gap Closing	0.75	.166667	0.125000250
Early Literacy	---	---	
TOTAL WEIGHTED POINTS			2.375 = "3 Star"

Example 4: Middle School with 3 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	2.5	.4	1.000000
Progress	3.25	.4	1.300000
Graduation	---	---	
Gap Closing	3.0	.2	0.600000
Early Literacy	---	---	
TOTAL WEIGHTED POINTS			2.900 = "3.5 Star"





CLARK-SHAWNEE ADMINISTRATIVE OFFICE

Brian Kuhn
Superintendent

Tom Faulkner
Treasurer

Adam Billet
Assistant Superintendent

 (937) 717-2401

 (937) 717-2411

 3680 Selma Pike
Springfield, OH 45502

 clarkshawnee.org

[DATE]

LEGISLATOR NAME

ADDRESS BLOCK

CITY, STATE ZIP

Dear [Legislator's Name],

We, the members of the Clark-Shawnee Local School Board of Education, write to express our deep concern regarding the significant impact of Tax Increment Financing (TIF), Community Reinvestment Areas (CRA), and other tax abatement programs on our school district's funding. These programs allow companies to divert 75% to 100% of our levy funds for ten to fifteen years without our board's approval. According to Policy Matters Ohio, tax abatements have resulted in 180 school districts across Ohio forfeiting \$125.6 million in revenue (Zach Schiller, Policy Matters Ohio, October 2, 2018).

Our district is a stark example of this issue. In 2018, under ORC 5709.40, the City of Springfield granted a TIF to a housing development of 258 homes, diverting 75% of our levy funds for ten years without our approval. Five years later, in 2023, Springfield approved a CRA for another development of 1,200 homes, diverting 100% of our levy funds for fifteen years while adding an anticipated 700 students to our district. Two more developments, totaling 332 homes, have also requested TIFs. This influx of students necessitates new school infrastructure, but the diverted funds leave us without the revenue to build it. Currently, Ohio law permits these TIFs and CRAs.

Nationally, this issue is widespread. A February 16, 2024 report in "The Conversation" stated: "A 2021 review of 2,498 financial statements from schools across 27 states revealed that in 2019, at least \$2.4 billion was redirected for tax incentives. Students lose out as cities and states give billions in property tax breaks to businesses, draining school budgets and especially hurting the poorest students." (<https://theconversation.com>)

Good Jobs First, a national organization, asserts, "The strongest way to protect school revenues from being depleted by business subsidies is for the state government to prohibit the abatement or diversion of the school section of property taxes." (NEA report, January 2003, Protecting Public Education from Giveaways to Corporations). Some states, including Florida, Maryland, Louisiana, Kentucky, and Washington, have already taken such measures.

It is time for Ohio to follow suit. Cities across the state, from Cleveland, which lost \$34.2 million in revenue, to Cincinnati, which lost \$18.4 million, and smaller districts like Garfield Heights, Rossford, and Troy City Schools, are all suffering from reduced school revenue due to TIFs and abatements (Zach Schiller, Policy Matters Ohio).

When voters approve a school levy, the state-mandated ballot language does not indicate that the funds will be diverted to anything other than school revenue. Redirecting school levy funds to corporations should be considered illegal.

Please act to correct this injustice and protect our children's education by developing legislation that safeguards school levy money.

Sincerely,

Mr. Ben Galbreath, President
Clark-Shawnee Local School Board of Education
Ben.Galbreath@cslocal.org

Mrs. Michelle Garrett, Vice-President
Clark-Shawnee Local School Board of Education
Michelle.Garrett@cslocal.org

Mr. David DeHart, Board Member
Clark-Shawnee Local School Board of Education
David.DeHart@cslocal.org

Dr. Susan Page, Board Member
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Mrs. Judith L. Pierce, Board Member
Clark-Shawnee Local School Board of Education
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October 15, 2024

Thomas N. Faulkner, Treasurer
Clark-Shawnee Local School District
3680 Selma Road
Springfield, Ohio 45502

Re: New Income Tax (Earned Income)

Dear Tom:

Attached please find the following documents relating to the above-referenced voted levy:

1. Resolution Requesting Certification of Alternative Tax Rates. To be passed by the Board of Education at its November 21, 2024 meeting. **One copy of this resolution must be immediately certified (not later than January 24, 2025) to the Tax Commissioner of Ohio via email to William.Ullrich@tax.ohio.gov, Charles.Ahiaklo@tax.ohio.gov, and Kenneth.Frey@tax.ohio.gov (and copy me) and *as soon as possible before* the Board of Education passes the Resolution to Proceed at its December 19, 2024 meeting.**
2. Resolution to Proceed with an Income Tax. To be passed by the Board of Education at its December 19, 2024 meeting and certified to the Clark County Board of Elections no later than **February 5, 2025** for the May 6, 2025 election.
3. Receipt of Board of Elections. To be completed and signed by the Director of Elections for Clark County upon the filing of the Resolution to Proceed.

Following the filing with the Clark County Board of Elections, a completed set of all the election proceedings should be emailed to the Ohio Department of Taxation (with a copy to me) for their records.

As always, do not hesitate to contact me if you have any questions or concerns regarding these matters.

Sincerely,

Paul S. Rutter

Attachments