

H. B. 154 interested party
Youngstown City School District
Board President Brenda Kimble YCSD Board of Education

In 2015, H. B. 70 was created without input or support from the community of Youngstown in 84 secret meetings. And ratified by the state legislature in violation of its' own policies and procedures. The initial impact of H.B.70 eliminated any aspect of local control in the educational experience of it constituents, eliminated voters rights to elect leadership, eliminated tax payers rights to influence how educational funding is used, and eliminated good faith bargaining with organized labor within the district.

In Youngstown prior to HB 70 we had exceptional programs such as:

- Youngstown Early College program
 - Ranked a B on the State Report Card
 - Ranked in 2015 and 2016 in Newsweek Best US High Schools,
 - Received an award issued by the State of Ohio.
- We were making monumental progress in area of literacy;
 - Receiving a B in K-3rd grade literacy
 - increasing graduation rates.
- We established STEM Discovery Schools and Visual and Performing Arts programs and made technological upgrades
- Chaney High School was
 - recognized by Apple and was awarded iPads for all students.
 - Students received scholarships to the Fabian Barnes Dance Institute in Washington D.C.

We were not a perfect district but we were working towards a future of academic excellence, right sizing the district by reducing of non-essential administrative staff, and we were doing so while being fiscally sound with a surplus of over \$23 million. For all accounts these successes has suffered under HB 70.

HB 70 did not develop a comprehensive plan to improve the academic performance of students. It gave unilateral control to one CEO.

During HB 70,

- The state report card has shown a decrease in academic attainment within our district
- The district faces fiscal collapse, we are estimated to be in the red within in 2 years if spending continues as the CEO proposes.
 - In two years, the CEO has:
 - \$13 million less was spent on in the classroom
 - Spent an estimated \$3.5 million for legal services, two law firms.
 - Spent over \$12 million of \$23 million surplus funding.
 - CEO hired 33 executive positions at salaries of \$100,000 and more

- The average years of experience teachers dropped from 10 years to 7 years
- Our K-12th grade enrollment has dropped.
- Successful academic supports have been removed from the district:
 - Social Workers were eliminated from the district.
 - STEM, 3-D printing and Visual Performing Arts programs were eliminated
 - LLI tutoring and Americorps programming was eliminated,
 - Music and Foreign language programming has been reduced.

These failures all happened as our Academic Distress Commission watched and supported measures that were no good for academic achievement. An Academic Distress Commission is not the answer. Nor is it the model that Ohio's disadvantaged school districts need or deserve. ADC's are another form of unilateral control that eliminates communities from assisting in the educational process of its students. This is most needed to holistically advance children and their communities to new heights.

BH 154 gives School Districts the opportunity and resources to gain academic proficiency by focusing in on issues facing a particular building than to bring sweeping changes to the district. It allows for a whole child approach to enable the right community partners to share space and have real time interactions with students and families.

Reinstating local control ensures that citizens has a role in the educational process. It maintains voters rights and gives taxpayers input. Local control also strengthens and builds working relationships with organized labor.

Most importantly it gives a comprehensive road map on gaining support and supplies oversight from the states in a way that works. With the additional of a transition specialist as defined in the bill HB 154I shapes the educational leadership design into a joint partnership model. HB 154 allows our district to have a resurgence on programs and approaches that work for academic achievement while having a sustainability design. Essentially giving the Youngstown School City District a way to repair academic and fiscal damage that occurred under HB 70.