

Letter from CEA President John Grossman

Fellow Educators,

Since its inception 12 years ago, the Columbus Public Schools **Peer Assistance and Review Program** has become a national model for teacher training. Under the leadership of National Education Association President Bob Chase, the NEA recently passed a resolution encouraging locals to develop peer assistance and review programs to meet their own needs.

Having spent a considerable amount of time with us here in Columbus, Chase obviously believes that the very future of public education will depend largely on how strongly educators respond to growing discontent and take control of our profession.

Borrowing heavily from a program in Toledo pioneered by Dal Lawrence under the name of the **Toledo Plan**, Columbus teachers and administrators overcame high degrees of suspicion and concern to create what has become a model of peer assistance and review. It has been in complete operation since 1986.

With each passing year, a greater percentage of our teaching force has participated in the **intern** program. This has resulted in higher-than-average retention of quality beginning teachers. This has been true even though some of our local suburban systems have aggressively recruited our first-year interns knowing how well our program prepared them for their careers. Conversely, it has also resulted in the non-renewal of five to seven percent of first-year teachers who had not yet developed the requisite skills to succeed in the urban school setting.

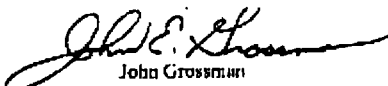
Involvement in the **intervention** program has also yielded improved quality of instruction in classrooms previously taught by teachers in need of help. Like a golfer who has developed bad habits resulting in slices or hooks, there are teachers who have developed bad habits resulting in poor student performance. Before the PAR Program, these teachers were simply cast aside or ignored without any intervention to recapture those skills that would enable them to succeed. The PAR Program puts an additional layer of assistance and protection between these teachers and the unemployment line. The program provides an outside, third-party perspective. It carries due process to its greatest degree. This is as it should be!

Combined, these two portions of the PAR Program result in **improved student performance** and **increased teacher job satisfaction**. It conserves scarce resources by establishing a fair and credible method for teachers to get due process *and* help.

To perceive PAR as merely a method of "getting rid of bad teachers" is a gross misrepresentation of the program's design. In actuality, it is a continuation of the teacher education process. Through CEA's strong commitment to its partners at **The Ohio State University's College of Education**, new teachers can continue to earn credits by taking courses taught by PAR consultants and CEA staff. This solid link of theory to practice creates a powerful educational tool to help new and experienced teachers better serve children.

Enclosed with this letter is information about the design of our PAR Program. We hope this information helps in your efforts to improve your district. We believe it is a "cornerstone" tool necessary to keep public education at the forefront of our democracy.

Sincerely,


John Grossman

CEA President

Peer Assistance and Review (PAR)

History

Evaluation has been a major source of confrontation between teacher organizations and administrations throughout the nation. Columbus was not atypical. Although the contractual evaluation process was clearly defined, it was neither positive nor successful.

As public concern about teacher quality grew, CEA leadership faced the question of what role teachers would play in the improvement of their profession.

Borrowing heavily from a similar concept in Toledo, a joint CEA/Board committee designed the Peer Assistance and Review (PAR) Program. It was ratified by a 96 percent vote of CEA's Legislative Assembly and a unanimous vote by the Columbus Board of Education



PAR Consultants are selected from the teaching staff of the district after an elaborate process of recommendations and interviews. Their training is an ongoing process. Consultants serve for a maximum of three years.

PAR is governed by a panel of seven: four represent CEA and three are appointed by the superintendent. Because all decisions must pass by a two-thirds vote, panel members must work together. The chair alternates annually between the CEA President and an administrator.

PAR is an example of cooperative effort between teachers and administration. In a system of nearly 4,800 teachers, PAR has served almost 3,300 teachers since its beginning in 1986 through the 1996-97 school year.

Intern Program

The **Intern Program** is mandatory for all teachers newly hired by Columbus Public Schools, even those with previous experience. The PAR Panel assigns a teacher-consultant (PAR Consultant) to each intern.

The consultants are released full-time from classroom assignments in order to visit interns assigned to them. Each consultant devotes many hours to direct classroom observations and conferences. To meet individual needs, the number and length of visits may vary.

The consultants have all the resources of the district available to help new teachers begin their careers successfully.

During the year, PAR Consultants prepare at least one interim report for each intern. A final evaluation includes a recommendation on whether the intern should receive a contract for the next year.

PAR Panel members who hear these evaluations make final employment recommendations to the superintendent.

Intervention Program

The **Intervention Program** is designed to assist experienced teachers who are having difficulty. An elaborate process of checks and balances governs the referral of a teacher to this program. A referral can be initiated by either an administrator or another teacher. These referrals must be approved by the principal, senior faculty representative, Association Building Council (ABC) and PAR Panel. A teacher may also self-refer to obtain PAR Program assistance.

Each ABC determines its own voting requirements (e.g. majority, unanimous or some other percentage) before making a referral decision in executive session.

Once a teacher is approved for intervention, a PAR Consultant is assigned. Since there is no time limit, assistance is continued as long as the teacher is progressing at an acceptable rate. Formal evaluations and/or Special Notice Evaluations are not conducted by administration while a teacher is in intervention.

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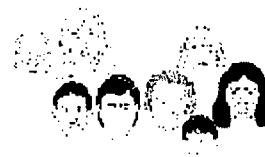
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Program Personnel & Overview

PAR Panel

- Administers the PAR Program
- Consists of seven members: four teachers and three administrators
- Selects consulting teachers called PAR Consultants
- Meets with PAR Consultants periodically to receive reports
- Evaluates requests for intervention
- Makes personnel recommendations based on PAR Consultant's report
- Oversees training of PAR Consultants
- Panel chair alternates yearly between administration and CEA president



PAR Consultants

- Serve on a full-time basis
- Serve for a maximum of three years to maintain the "peer" concept
- Mentor colleagues by demonstrating, observing, conferencing, referring, providing and assisting
- Plan and present new-teacher orientation
- Conduct workshops for new teachers in parent conferencing, classroom management and cooperative learning
- Evaluate colleague performance and make recommendations to the PAR Panel regarding future employment
- Receive supplemental contract worth 20 percent of base salary
- Plan and present to interns a PAR/OSU course titled *Effective Teaching*

PAR Program Overview

The Columbus Education Association and the Columbus Public Schools have developed and implemented a program in which highly successful teachers provide assistance to new teachers and to experienced teachers who are having serious difficulties. The primary goal of this program is to provide help to teachers entering the profession and to improve the performance of an experienced teacher who is not performing at an acceptable level.

The major characteristics of the PAR Program are as follows:

- ☐ A seven-member panel directs the Program. CEA appoints four members of the PAR Panel and the Superintendent appoints three.
- ☐ The PAR Panel selects the teachers (PAR Consultants) who will be working with the intern (beginning) teachers and with any other teachers identified by the Panel for assistance from a PAR consultant.
- ☐ Newly employed teachers are considered intern teachers and will be assigned to a PAR Consultant for their first year.
- ☐ Experienced teachers assigned to the Intervention Segment of the PAR Program will continue to receive assistance until the PAR Consultant determines that no further assistance is needed or will be productive.
- ☐ The contractual and legal rights of intern teachers and experienced teachers assigned to the PAR Program for intervention will be honored.
- ☐ Program support will be furnished by the Board of Education. The PAR Program may be terminated any time by either the Superintendent or the CEA President with 30 days written notice to the other

Relationships

The PAR Program

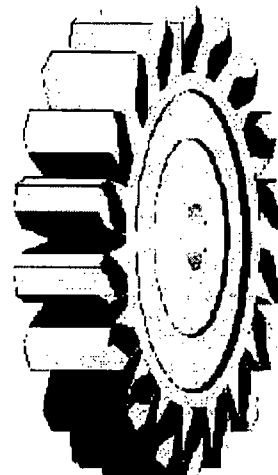
The Columbus Public Schools are continuously striving to provide the highest possible quality of education. For students to succeed in learning, teachers must succeed in teaching. The PAR Program has been designed to improve the quality of instruction by assuring that all teachers are experiencing professional success. The program has two segments.

Intern Segment

The intern segment of the PAR Program is designed to offer all newly hired teachers the support, advice and direction necessary to make the first year's experience in the Columbus Public Schools as successful as possible. Consulting teachers work with newly hired teachers to assist and evaluate their classroom performance.

Intervention Segment

The intervention segment of the PAR Program is designed to offer all available resources within the school system to improve experienced teachers who are having difficulties in the performance of their professional classroom duties. In close cooperation with the building principal, the PAR Consultant works to identify weaknesses in teaching, develop specific performance goals, offer support, and monitor progress of each PAR Program Participant. Other school system personnel will assist in the program when needed.



Relationships

The following aspects of the PAR Program demonstrate the relationship and interaction among team members:

- ❑ Prior to working with a teacher newly identified for intervention, the consulting teacher will meet with the building principal to discuss the case. The building principal will identify problems and offer suggestions for improvement.
- ❑ The consulting teacher will meet with the participating teacher to discuss the PAR Program intervention and goal setting process.
- ❑ The consulting teacher will observe the participating teacher and assess teaching performance for the purpose of determining performance goals.
- ❑ The building principal, consulting teacher and program participant will meet to establish specific performance goals necessary to raise the participant's performance to an acceptable level. If specific subject or program-related concerns are involved, program consultants and supervisors may also be included in this conference.
- ❑ During the participant's stay in the PAR Program, the consulting teacher will frequently observe the participant, having both pre-observation and post-observation conferences as often as practical. Subject area consultants and special program area supervisors may be included as frequently as deemed necessary by the consulting teacher.
- ❑ The consulting teacher will communicate regularly with the building principal regarding the progress of the program participant and to discuss reports prior to submitting them to the PAR Panel.
- ❑ The PAR Panel may call on building principals, PAR Consultants, or other school system personnel to participate in discussions regarding the progress and program status of PAR Program Participants.

party.

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PAR

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Management

The PAR Panel

The PAR Program Panel is composed of four members appointed by the Columbus Education Association and three members appointed by the Superintendent. The Chair will rotate annually between the two parties, with a panel year defined as August 1- July 31. To meet, two-thirds of the members of the Panel must be present.

The major responsibilities of the PAR Panel are:

▣ **PAR Program**-The PAR Panel determines the specific details of the PAR Program. The Panel establishes operational procedures, develops all necessary forms and documents, and generally manages the PAR Program.

▣ **PAR Program Consulting Teachers**- The Panel selects the PAR Consultants based on criteria established elsewhere in this document. These teachers will be trained to offer peer assistance and in-serviced in the specific details of the PAR Program. The Panel will continuously monitor and evaluate the effectiveness of PAR Consultants and will make recommendations to the Manager of Personnel Services regarding their continuation in the PAR Program.

▣ **PAR Program Participants:**

Intern Participants-The Panel has developed specific guidelines for participation in this segment of the PAR Program.

Intervention Participants- The Panel has also developed guidelines for participation in this segment of the PAR Program and has created a PAR Intervention Referral Form. If the Panel votes (2/3 of the members present) to include a teacher in the PAR Program, the Panel will notify the teacher and the building principal and assign a PAR Program Consulting Teacher.

▣ **Status Reports and Evaluations**-The PAR Panel will monitor the progress of each participant by reviewing status reports and evaluations regularly submitted by PAR Consultants. Except in very special circumstances, PAR Program Participants will not be given Special Evaluations while they are in the program.

Intern Program-The Panel has developed a schedule for receiving and reviewing evaluations of interns.

Intervention Program-When the Panel receives a final status report from a consulting teacher stating that a PAR Program Participant needs no further assistance or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. In turn, the cochairs of the PAR Panel have a conference with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement, rather that he/she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the director of Personnel Services for inclusion in the participant's personnel file.

"Peer" Review

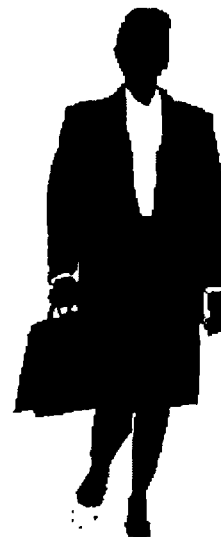
The PAR Consulting Teacher

Each consulting teacher works with both intern and intervention teachers.

Selection Criteria

Criteria for selection of PAR Consulting Teachers will include the following:

- ☐ **Taught in the Columbus Public Schools for a minimum of five (5) years.**
- ☐ **Demonstrated outstanding classroom teaching ability.**
- ☐ **Demonstrated talent in written and oral communications.**
- ☐ **Demonstrated ability to work cooperatively and effectively with other professional staff members.**
- ☐ **Extensive knowledge of a variety of classroom management and instructional techniques.**



Selection Process

The PAR Panel has developed an application form for the position of PAR Consulting Teacher, and the Manager of Personnel Services directs the posting of the position in all buildings. Applications will be accepted at any time and kept on file for future consideration based on the expansion and/or needs of the program.

In addition to submitting a properly completed application form, each applicant is required to have the following documents submitted directly to the Manager of Personnel Services.

- ☐ A reference from his/her building principal or immediate supervisor if the teacher is not assigned to a school building.
- ☐ A reference from his/her senior faculty representative.
- ☐ References from two other teachers from his/her building or program if the teacher is not assigned to a school building.

The President of the CEA and the Manager of Personnel Services will review the applications and identify teachers for consideration by the PAR Panel. The Panel will select consulting teachers from this group of applicants. All applications and references will be treated with the strictest confidentiality.

Assignment Status

Applicants who are not accepted as consulting teachers will be notified. Those who are selected by the PAR Panel as consulting teachers will:

- ☐ Continue in current assignment until the PAR Panel determines the need for a consulting teacher. Identification by the Panel as a consulting teacher is not a guarantee of active assignment.
- ☐ If assigned, work full-time as a consulting teacher until the Panel determines the service is no longer needed. Generally assignments will be for the school year and will not continue more than three years.
- ☐ Have a right to return to their previous teaching assignment if their assignment as a consulting teacher is for less than a full school year. Consulting teachers who are on active assignment for a full school year or more will be given every available consideration in their teaching assignment.
- ☐ Receive a supplemental contract for service as an assigned consulting teacher at the rate of 20 percent of base salary per year. Partial years will be prorated. Supplemental contracts held by consulting teachers at the time of assignment will be paid if the services under the contract have begun. For purposes of

determining years of continuous service under supplemental contracts, years served as a PAR Consulting Teacher may be applied to either Group A or B in Article 906.01 of the Master Agreement.

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The PAR Participant

The PAR Participant

Intern Participants

All newly hired teachers who have not previously participated in the PAR Program will be designated interns for one year for the purpose of professional development and evaluation. The PAR Panel will have the authority to exclude a teacher from the program because of special job-related considerations.

Intervention Participants

The process of enrolling a teacher as a PAR Program Participant is initiated whenever a building principal and/or senior faculty representative (SrFR) believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program Consulting Teacher. If the building principal is the initiating party, he/she should call the Manager of Personnel Service and recommend the teacher as a candidate for the PAR Program. If the SrFR is the initiating party, he/she should call the CEA President with a similar recommendation.



If, after consultation, the Manager of Personnel Services and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet, in executive session as provided in Article 202.05 of the Master Agreement, to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting, or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five (5) school days in advance. Executive sessions are limited to the five (5) members of the ABC except in buildings or units that have elected to expand the size of their ABC according to contractual limits.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program Participant, the Recommendation for Intervention form will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Program Panel.

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Manager of Personnel Services. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Program Panel will review and vote on the recommendation. If the Panel votes to include a teacher in the Program, the Panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The Panel will assign a PAR Program Consulting Teacher to the new program participant.

Guidelines for Intervention

Guidelines ...

... for principals and senior faculty representatives in relation to teacher identification for intervention assistance within the PAR Program

The Peer Assistance and Review Program (PAR Program) has as one of its major components a plan to assist experienced teachers who are experiencing serious difficulties in their teaching assignments. This assistance is to be provided by a peer referred to as a **Consulting Teacher**. This PAR Consultant will work with the referred teacher until such time as he or she determines that the teacher is either working successfully and needs no further assistance or determines the referred teacher is not showing reasonable growth in relation to the assistance provided. It is important that everyone understands that the major purpose of intervention is to assist the experienced teacher to overcome deficiencies and again become a successful teacher.

The **building principal** and the **senior faculty representative (SrFR)** are the key people in the school to provide input as to which teachers should be referred for assistance. The process of enrolling a teacher as a PAR Program Participant is initiated whenever a building principal and/or a senior faculty representative believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program Consulting Teacher. If the building principal is the initiating party, he/she should call the **Manager of Personnel Services** and recommend the teacher as a candidate for the PAR Program.

If the senior faculty representative is the initiating party, he/she should call the **CEA President** with a similar recommendation. Conversation between the SrFR and principal about the possibility of recommending a teacher for the PAR Program must be treated in a very confidential and professional manner.

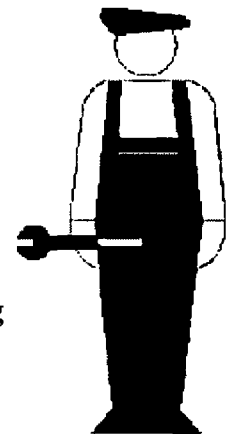
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Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Manager of Personnel Services. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Program Panel will review and vote on the recommendation. If the Panel votes to include a



teacher in the Program, the Panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The Panel will assign a PAR Program Consulting Teacher to the new program participant.

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Symptoms

What to look for

Staff members are frequently well-aware when a colleague is having serious difficulty. The more common indicators of performance problems may include any of the following:

- ☐ Serious discipline and classroom control problems
- ☐ Frequent conflicts with students
- ☐ A noisy classroom atmosphere
- ☐ Children frequently out of the classroom and in the halls
- ☐ Total lack of student interest in classroom activities
- ☐ Incidence of discipline referrals
- ☐ Unduly harsh and unreasonable treatment of students
- ☐ Frequent parent complaints and difficulty resolving problems with parents
- ☐ Lack of planning and preparation for instruction
- ☐ Disorganized about meeting professional responsibilities
- ☐ Extremes in grading as reflected in grade inflation or excessive failure rates
- ☐ Lack of student growth and achievement
- ☐ Tardiness and high absence rates
- ☐ Sarcasm and demeaning comments in relation to students
- ☐ General negativism toward all facets of the job
- ☐ Difficulty with routine tasks
- ☐ Failure to comply with district policies and administrative requests

It is important to understand that **teachers** referred for assistance **are not being written off** as unsuccessful teachers that must be removed from the profession. Teachers referred to the program are viewed as valuable professionals and human beings who deserve to have the best resources available in the Columbus Public Schools (PAR Program) provided to them in the interest of improving performance to a successful standard.

The PAR Panel composed of four members appointed by the CEA and three members appointed by the Superintendent are charged with the responsibility to manage the PAR Program. The Panel will monitor the progress of each participant by reviewing status reports regularly submitted by the PAR Consulting Teacher. When the Panel receives a final status report from a Consultant stating that the PAR Program Participant needs no further assistance or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. In turn, the cochair of the PAR Panel have a conference with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement, rather that he/she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the director of Personnel Services for inclusion in the participant's personnel file.

Master Agreement

Contract language

Below is copy of text from the evaluation section of the Agreement Between the Columbus Board of Education and The Columbus Education Association. This contract language has been developed over the last few contracts since the creation of the PAR Program.

401.14

A. The evaluation and any related actions involving teachers during the period of assignment to the Peer Assistance and Review Program (PAR Program) shall be in accordance with the procedures established by the PAR Program Panel rather than in accordance with the provisions contained in this Article 401. Such related actions shall include action by the Board based on recommendations by the PAR Program Panel regarding intern teachers and action by the Board based on reports by the PAR Program Panel regarding teachers who have been previously assigned to the PAR Program for intervention.

B. The provisions of this Article 401 shall apply to teachers assigned to the PAR Program only in the event of administrative action which is not in accordance with the PAR Program Panel procedures. Such administrative action shall only be initiated where the basis for such action is primarily related to concerns other than classroom teaching performance.

C. Any teacher may request to be assigned to the PAR Program by submitting a written request to the Association President. If the teacher requesting assignment to the PAR Program has been given a Notice of Special Evaluation and has more than five (5) years of continuous Columbus teaching experience, such teacher shall be accepted into the intervention phase of the PAR Program. The final determination of whether to admit a teacher with five (5) or less years of continuous Columbus teaching experience to the PAR Program will be made by the PAR Panel.

D. Teachers who have all successful ratings on their most recent evaluation form shall not be recommended for PAR Intervention by an administrative-initiated referral unless the following has been provided:

- (1) A serious concern(s) has been identified by the principal or evaluating supervisor and a conference has been held with the affected teacher where the serious concern(s) is identified and discussed with said teacher.
- (2) The principal or evaluating supervisor has provided suggestions and/or assistance to the affected teacher to correct the serious concern(s).
- (3) If the serious concern(s) has not been resolved, a follow-up conference has been held with the affected teacher to so inform said teacher and, if it is the intention of the principal or evaluating supervisor to recommend the teacher for PAR Intervention, to so inform the teacher during this conference.
- (4) A teacher shall not be represented or accompanied by a representative of any employee organization in any conferences required in 401.14D above.



Faculty Representative Communications

Faculty Representative Communications

The following two pages are taken from the *CEA Faculty Representative Notebook*, a three-ring binder containing information about various topics of importance to our FRs as they perform their daily volunteer representation chores in their buildings or units. These two pages represent just some of the information that these FRs receive regarding the PAR program in addition to information in the *CEA Membership Handbook*, the *Agreement Between the Columbus Board of Education and the Columbus Education Association (our contract)*, and the PAR brochure.

Peer Assistance and Review

Over 1,000 new teachers and 175 experienced teachers have been served by PAR

PAR's Two Parts

(1) **Listen:**
All new teachers who are part of the CEA bargaining unit shall become a PAR consultant. This is most true for teachers with no experience in another district.

(2) **Intervention:**
Sometimes even experienced teachers may experience problems in the classroom that may be noticed by administration or other teachers. A PAR intervention may be initiated by administration or another teacher. An intervention can even be self-initiated.

The SFR and the ABC play an integral role in the intervention portion of the program. It is the ABC that finally decides if a teacher is recommended for PAR intervention.

Specific procedures will include the following:

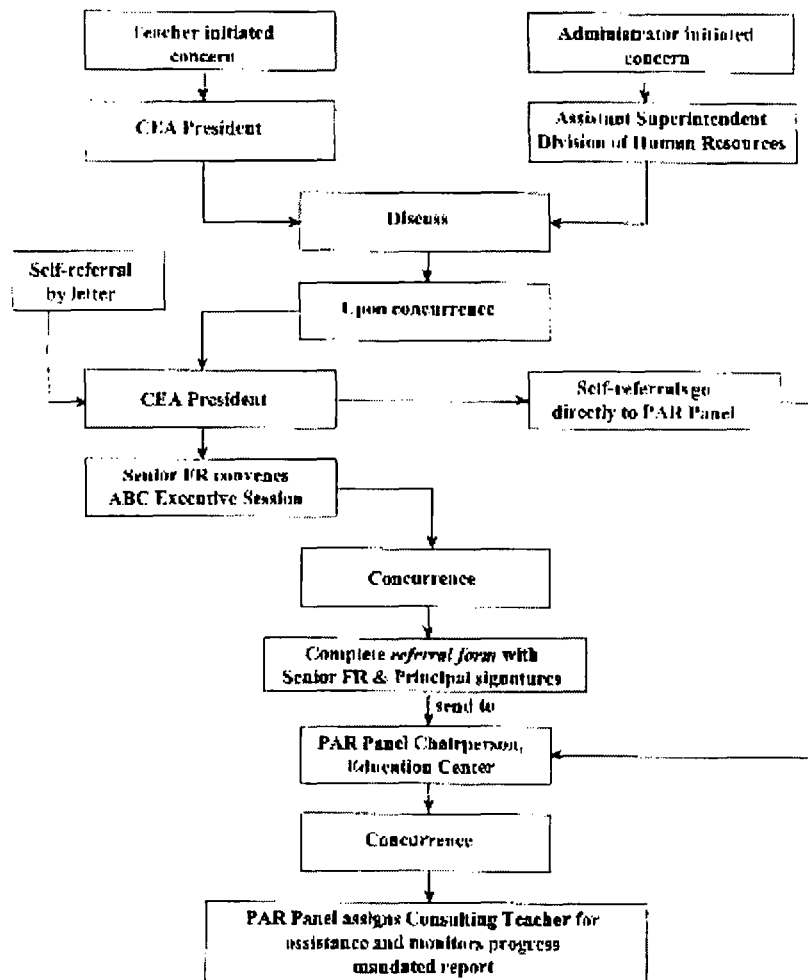
☐ After working with a teacher newly identified for intervention, the consulting teacher will meet with the building principal to discuss the case. ☐ The building principal will identify problems and offer suggestions for improvement. ☐ The consulting teacher will meet with the participating teacher to discuss the PAR Program intervention and goal setting process. ☐ The consulting teacher will observe the participating teacher and assess teaching performance to determine performance goals. ☐ The building principal, consulting teacher and program participant will meet to establish specific performance goals necessary to raise the participant's performance to an acceptable level. If specific subject or program related concerns are involved, program coordinators and supervisors may also be included in this conference.	☐ During the participant's stay in the PAR Program, the consulting teacher will frequently observe the participant, doing both pre-observation and post-observation conferences as often as practical. ☐ Support staff consultants and special programs may also be involved as frequently as deemed necessary by the consulting teacher. ☐ The consulting teacher will communicate regularly with the building principal regarding the progress of the program participant and to discuss reports before submitting them to the PAR Panel. ☐ The PAR Panel may call on building principals, PAR Program consultants, or other school system personnel to participate in discussions regarding the progress and performance of PAR Program participants.
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Note: For each ABC meeting held, the building principal will discuss such factors as how many times the participant will be observed, the intervention plan, and the anticipated outcome of the intervention.

PAR Intervention Referral Process

PAR Intervention Referral Process

B



Special Notice Evaluation is an alternative for administrative use in the absence of agreement for PAR referral.

Forms

Forms

On the following pages, are copies of various forms used in the PAR Program.

PAR Referral Form

On Page 13 is the form that must be signed by the building principal or department supervisor and the Association Senior Faculty Representative (SrFR) referring a teacher to the PAR Intervention Program. The SrFR can only sign the form if the Association Building Council (ABC) has voted to approve the referral in executive session. The percentage vote required to approve a referral is left to each unit's ABC. Where there are the usual five ABC members (the principal is NOT a member of the ABC) some may require 5 of 5, others may require 4 of 5, and still others may require only 3 of 5.

Intern Interim Report

Page 14 is a reduction of the 11 inch x 17 inch form used by the PAR Consultant and the Intern to evaluate a first-year teacher's performance.

Intern Appraisal Summary Report

Page 15 is a reduction of the 11 inch x 17 inch form used by the PAR Consultant in his/her final report regarding the performance and future employability of an intern.

Principal's Summary Intern Report

Page 16 is a full-size copy of the 8 x 11 inch form used by the principal to report his/her final evaluation of an intern. This form is attached to the PAR Consultant's summary report.

PAR Panel Report (Sample)

Pages 17 and 18 show a sample PAR Panel Report on an intervention case.

Goal Setting Agreement

Pages 19 and 20 illustrate sample Goal Setting Agreements between an intervention teacher and two different PAR Consultants.



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PAR Intervention Referral Form

**COLUMBUS PUBLIC SCHOOLS
PEER ASSISTANCE AND REVIEW PROGRAM
RECOMMENDATION FOR INTERVENTION**

The Principal's Advisory Council and the principal of _____ are recommending the following teacher for participation in the Intervention segment of the Peer Assistance and Review Program:

TEACHER RECOMMENDED: _____
(please print)

TEACHER ASSIGNMENT: _____

Association Building Council Senior Faculty Representative _____

Date

Building Principal's Signature _____

Date

Send complete form to:
PAR PANEL CHAIRPERSON
c/o Carolyn L. Nelson
Division of Human Resources
Columbus Education Center
270 East State Street
Columbus, Ohio 43215

OVERFOUNT

PAR

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INTERNET INTERIM REPORT

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Principal's Summary Intern Report

PRINCIPAL'S SUMMARY INTERN REPORT

Intern: _____ School: _____
 Principal: _____ Date: _____
 Days Absent: _____

Principal's Ratings	Successful	Unsuccessful
Willingness to cooperate to achieve school and system goals	_____	_____
Adherence to district policies, procedures, and regulations	_____	_____
Adherence to building policies, procedures, and regulations	_____	_____
Cooperative approach toward parents and the community	_____	_____
Supports school activities through active participation	_____	_____
Accurate and prompt in completing records, reports, etc.	_____	_____
Evidence of effective discipline	_____	_____
Attendance and promptness	_____	_____

Comments: _____

Principal's Signature: _____ Date: _____
 Intern's Signature: _____ Date: _____



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PAR Panel Report Sample (p.1)

Sample

PAR PANEL REPORT Jane Doe

June 11, 1997

Ms. Doe was teaching a first/second grade split at Blank Elementary School in May of 1995 when she received an administratively initiated referral to PAR. She had been teaching in the Columbus Public School system for 26 years and had an additional ten years of experience outside the district.

For the 1995-96 school year. Ms. Doe transferred to Alternate Elementary School and was assigned to teach third grade. Angela Smith was assigned as her PAR Consulting Teacher in September 1995.

The principal at Alternate reported that Ms. Doe was uncooperative with staff and parents and made degrading remarks to students, and had a lack of organizational skills. These concerns resulted in the referral to PAR.

In February, 1996, the Consulting Teacher reported that while Ms. Doe exhibited an ultra-traditional teaching style, she had not witnessed degrading remarks toward students. The consultant did have concerns that Ms. Doe was not addressing the complete adopted course of study, especially science, on a regular basis.

By June 1996, there were no class difficulties to report and no concerns from the principal. Ms. Doe was including instruction in science on a more regular basis. Instruction was reported to be very teacher oriented with minimal student interaction.

Sustained improvement was reported in October 1996. Ms. Doe was frequently reminded to meet her students where they were and to advance them and not to view their unfortunate circumstances as an excuse for learning not taking place.

In June 1997, the Consulting Teacher reported that conferences had shown Ms. Doe was changing her view of students and thus had raised her expectations for them. She started to use ways to relate to each student directly and focused more on problem solving. The Consulting Teacher feels that Ms. Doe is performing at a satisfactory level and recommends a positive release from PAR intervention.

The Panel concurs with the Consulting Teacher's recommendation to discontinue Intervention services at this time. We extend to Ms. Doe our best wishes for success in her teaching career.

While in PAR Intervention, Ms. Doe was observed on 84 occasions by the Consulting Teacher. The Consulting Teacher conducted 20 conferences with Ms. Doe, seven with administrative staff and three with union representatives. During these conferences, observations were discussed, goals were set, progress toward goals was monitored, and a variety of resources was provided.

PAR Panel Report Sample (p.2)

SAMPLE

PAR PANEL REPORT

Jane Doe

Page Two

Respectfully submitted by the Peer Assistance and Review Panel.

cc: Personnel file

My signature below is acknowledgment that I have read and received a copy of this report

_____ Date _____

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PAR

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Goal Setting Agreement A

SAMPLE

GOAL SETTING AGREEMENT

between

_____, Teacher

_____, PAR Consulting Teacher

Objective

1. To utilize a broader variety of instructional strategies that increase opportunities for student learning.
2. To maintain positive classroom management strategies and discipline methodologies.

Teacher Activities

1. Develop and utilize a lesson format that includes objectives in terms of student behavior, linking from previous student knowledge, focusing on teacher/student interaction, reviewing, and closing.
2. To employ a variety of instructional strategies in each class period.
3. Communicate with other teachers within the building to link classroom activities.

Consultant Activities

1. Continue to observe and provide feedback with suggestions.
2. Provide a variety of effective instructional strategies.
3. Provide a professional observation to the Blank High "Classroom of Tomorrow."

Follow-up conference scheduled for: _____

Teacher Signature Date

PAR Consulting Teacher Signature Date



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Goal Setting Agreement B

SAMPLE

GOAL SETTING AGREEMENT

between

_____, Teacher

_____, PAR Consulting Teacher

Objective

Increase opportunities for student interaction and self-expression

Teacher Activities

- A. WEEKLY: Experiment with a wider range of instructional strategies which will include but not be limited to the infusion of cooperative learning activities in most content areas.
- B. DAILY: Provide a writing activity that encourages students to record their thoughts and feelings.
- C. DAILY: Provide numerous opportunities for students to move around the classroom.

Consultant Activities

- A. Provide weekly feedback on goal achievement which will include a monitoring checklist.
- B. Provide materials and suggestions that may facilitate goal achievement.

Follow-up conference scheduled for: _____

Teacher Signature Date

PAR Consulting Teacher Signature Date

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The logo consists of the letters 'PAR' in a bold, stylized, blocky font. The letters are black with a white outline, giving them a three-dimensional appearance. The 'P' and 'A' are connected, and the 'R' is slightly separated.

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University Collaboration

The Ohio State University

Any conversation about the quality of teachers will eventually contain a teacher training element. Answering the question, "Who trained, licensed and hired all the bad teachers?" can provide hours of heated debate. The Ohio State University College of Education has been at the forefront of reforming the processes by which their education graduates are trained. Under the leadership of Dean Nancy Zimpher, the education college at OSU has worked closely with the district and the teachers union to ensure that every classroom will have a caring and competent teacher. A wide array of collaborations have been created to improve the quality of educator training. PAR is only one of these efforts.

Training for PAR Consulting Teachers

An integral part of professional development for PAR Consulting Teachers is the opportunity to meet regularly with university faculty to discuss issues related to entry year teachers and mentoring. Topics are identified by consulting teachers at the beginning of each quarter and include the following:

Developmental Stages of Teachers
Characteristics of Consulting Teachers
Performance Principles
Formal Case Study Presentations
Systematic Observation Techniques
Dealing With Difficult Clients
Conferencing Strategies
Developing a Supportive Collegial Atmosphere
The "Language" of Report Writing
Evaluation Standards

This ongoing professional development provides a forum for consulting teachers to discuss concerns and issues regarding their entry-year teachers and their own growth.

Workshop Training for Interns

The PAR Program provides professional growth opportunities for all entry-year teachers and those new to teaching in the Columbus Public Schools. PAR consulting teachers plan a series of six workshops throughout the school year. Attendance is voluntary, but participating interns may receive up to two hours of graduate credit for participating.

Topics for the workshops are specifically designed to meet the needs of teachers new to the Columbus district. They include:

Creating a Positive Classroom Culture
Instructional Strategies
Cooperative Discipline
Anti-Bias and Addressing Diversity
Individualizing Instruction for Students With Special Needs
Sharing Success Stories From the First Year of Teaching

Coursework

Continuing Education

PAR Consulting Teachers design and facilitate a three-hour graduate level course offered annually during winter quarter through The Ohio State University. Entry year teachers who elect to take the class meet weekly with the PAR consultants, Ohio State faculty and other experts invited to address topics pertinent to beginning professionals. Presenters might include personnel from the district or from the union office. Enrollment is voluntary but encouraged. Course requirements are carefully structured to be practical and applicable rather than unnecessarily burdensome. Course topics include the following:

Teaching in the Urban Setting
Effective Teaching: Management Strategies
Mini-Sessions
Professional Observations
Dealing With Anger, Conflict and Violence
Examples of Effective Teaching
Resources and Their Application
Mini-Sessions " Part Two
Self Assessment and Reflection/Processing Observations
The Educator as a Professional/Licensure/Certification

PAR consulting teachers plan and execute other programs for teachers new to Columbus Public Schools. The Columbus Education Association sponsors an orientation program in the fall. In this social setting, new teachers are welcomed to the district. This event is held in the evening a few days before school begins and is an opportunity to meet the CEA officers, members of the CEA Board of Governors, Administrative officials and Board of Education members.

The year's activities culminate in a spring celebration at which consulting teachers join the interns in celebrating their first successful year in Columbus Public Schools.



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Reform & Protections

Is it enough and what if it doesn't work?



A program like PAR demands high levels of collaboration, communication and trust. Absent these conditions, it would be difficult to sustain a program where teachers and their association put so much at risk. In addition, such a program is only one of the tools needed to advance the agenda of improving the educational environment and improving student performance while protecting teachers' rights. For this reason, the Columbus Education Association and the Columbus Public Schools have entered into an agreement creating a body that can oversee proposals for innovation allowing contract waivers where convincing

arguments are brought forward to do so and sending eager administrative/staff planning teams back to the drawing board when unacceptable flaws are found.

Like peer assistance and review, this element called the Reform Panel also requires trust and collaboration. If both management and labor are not deriving benefits from such collaborative efforts, it is impossible for those efforts to produce positive change in the classrooms. For this reason, the following contract language has been created.

Special attention should be given to item 1203.06 which allows either administration or the union to unilaterally cancel either the PAR Program or the Reform Panel by submitting a written 30-day notice to the other party.

Article 1203

REFORM PANEL

1203.01 The Reform Panel shall facilitate the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the district, (b) requests for variances that may be submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations that may be made by committees created by the Panel. The Panel shall operate as a joint committee as provided in Article 506 of this Agreement.

1203.02 The Panel shall have the authority to grant and cancel variances to this Agreement and shall have the authority to require variances in practice in one or more schools. The Panel may grant variances for a specific period of time; if not, the variances shall continue until changed. School based shared decision-making cabinets may apply for renewal of variances which are scheduled to expire. Approval by the Panel shall require a majority vote of the Panel membership. Such approval shall not be unreasonably denied. Variances from this Agreement shall also require the approval of the Superintendent and Association President.

1203.03 All new programs or other initiatives approved by the Panel which may result in variances in practice and all cancellations of variances approved by the Panel shall be in writing and shall be signed by the Panel Chairperson, the Association President and the Superintendent. Any internal processing requirements by the separate parties prior to Panel approval shall be left to the separate parties.

1203.04 The Panel shall establish application forms and procedures for requesting variances. Such procedures must not require a majority vote by teachers in a building in support of the variance exceeding two-thirds (2/3rds). Such procedures must be consistent with this Agreement. In addition, to assist in the work of the Panel, it shall form and direct committees, including a committee on state-mandated Competency Based Education.

Protections & Conclusions

1203.05 Notwithstanding Section 202.02 of this Agreement, if there is a Panel-authorized shared decision-making cabinet in a school, the Association Building Council shall continue to perform the duties and functions of the ABC as provided in this Agreement, except when any of those duties and functions are assumed by such cabinet and the ABC has been so advised by the cabinet. In such a school the ABC shall be made up of the elected teacher members of the cabinet and the Senior Faculty Representative, who shall serve on both. The cabinet shall have no authority with regard to the PAR Program.

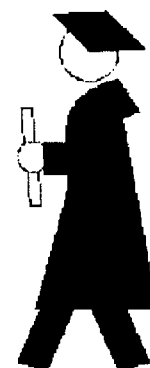
1203.06 The Panel shall begin operations with the ratification of this Agreement and shall continue in effect with full authority as provided herein and without regard to the term of this Agreement, until either party notifies the other in writing of its desire to terminate the Panel. In the event of such notification, as with the PAR Panel, the authority of the Reform Panel shall be terminated thirty (30) days after such notification. All variances to this Agreement in effect at the time of termination shall be automatically canceled as shall all variances in practices required by the Panel except those related to the implementation of State mandated Competency Based Education or other legally mandated programs.

1203.7 During the thirty (30) day period between notification of cancellation and termination, the Panel shall make every effort to provide for an orderly transition period by attempting to minimize problems resulting from the cancellation of variances. The parties recognize that educational sensibility and personnel considerations will not permit some variances to be phased out during this thirty (30) day transition period. No later than the date of termination of the Panel, the Board will provide the Association with a timeline for completing the cancellation of any variances that cannot sensibly be completed during the thirty (30) day transition period. In addition, representatives of the Board and Association shall meet promptly and as necessary to discuss such orderly transition and to determine if the parties wish to retain any of the variances. Any variances to this Agreement which the parties wish to maintain must be processed as amendments to this Agreement.

Conclusion

We have compiled this packet of information because we believe that our PAR Program works. We understand the concerns voiced by many of our colleagues about taking such bold steps to improve and protect public education. The information enclosed is brief and does not reflect the entire range of our reform program in Columbus. The best way to learn more about this peer assistance and review program is to actually see it in action. NEA President Bob Chase spent three days observing our PAR Consultants on their rounds. He was apparently impressed enough with their performance to support a resolution at the 1997 Representative Assembly reversing NEA's previous opposition to peer assistance and review.

We at CEA welcome your questions about our PAR Program. Remember that you can communicate with us through our Web site e-mail connection found at www.ceaohio.org. Our e-mail address is cea@iwaynet.net.



**Thank you for showing an interest in our program and
in improving public education
for children.**

Statistics

Intern Teacher Summary Chart 1986/87—1996/97

<i>Race</i>	<i>Sex</i>	<i>Evaluated Out Successfully</i>	<i>Resigned Before Evaluation</i>	<i>Nonrenewed Resigned</i>	<i>Declined Contract</i>	<i>Totals</i>
1	F	1,929	34	26	16	2,005
2	F	507	16	18	24	565
3	F	27	0	0	1	28
4	F	12	0	0	0	12
5	F	1	0	0	0	1
1	M	457	20	31	3	511
2	M	155	7	15	6	183
3	M	4	0	1	0	5
4	M	2	0	0	0	2
5	M	0	0	0	0	0
Totals		3,094	77	91	50	3,312

Sex codes: F = female M = male

Race codes: 1 = White 2 = Black 3 = Hispanic 4 = Asian 5 = American Indian/Alaskan Native

Intervention Teacher Summary Chart 1986—1997

<i>Intervention Outcomes (178 total in 12 years)</i>	<i>Number</i>	<i>Percentage</i>
Currently in PAR Program	13	7.3%
Released in GOOD standing	78	43.8%
Released in POOR standing / action pending	1	0.6%
Released in POOR standing / resigned	15	8.4%
Released in POOR standing / retired	3	1.7%
Released in POOR standing / disability retirement	7	3.9%
Released in POOR standing / nonrenewed	0	0.0%
Released in POOR standing / terminated	2	1.1%
Exited system while in the program / resigned	13	7.3%
Exited system while in the program / retired	18	10.1%
Exited system while in the program / disability retirement	27	15.2%
Other	1	0.6%

PAR

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About Columbus Public Schools

General Information

As of November 1997, 64,248 students were enrolled in the district's 144 schools. More than 56 percent are African-American, nearly 40 percent are white, over 2 percent are Asian, 1 percent are Spanish, and a slight fraction are Native-American.

Columbus employs 4,668 full-time professional staff members, 309 administrators and 2,578 nonteaching and support staff employees. Approximately 22 percent of the teaching staff have a bachelor's degree, 29 percent have a bachelor's with 150 semester hours, 36 percent have a master's degrees, 11 percent have a master's degree with 30 additional semester hours and 1 percent have doctorates.



Nearly 28 percent of Columbus teachers have 0-5 years of experience, 24 percent have 6-10 years, 8 percent have 11-15 years, 13 percent have 16-20 years, 15 percent have 21-25 years and 12 percent have over 26 years. Male staff members number 22.7 percent of the total while females are 77.3 percent.

The racial breakdown of Columbus Public Schools teaching staff is 76.8 percent white, 22.4 percent African-American, 0.4 percent Spanish-American and 0.4 percent Asian.

The Columbus Education Association

The Columbus Education Association can trace its origin back to the period immediately following the American Civil War. CEA was originally the outgrowth of two organizations. The Women's Teachers' Association of Columbus, Ohio, was the oldest of the merging bodies. It apparently was organized in 1871. The Women's Teachers' Association espoused the goals of "enlightening society and building the profession."

The Columbus Men's Teachers' Alliance can be traced from 1888. It held regular monthly business meetings. A recorded teacher's salary in 1894 was \$375 a year.

In April of 1925, the two organizations came together and adopted the name of the Columbus Teacher Federation. In June of 1951, the name was changed to the Columbus Education Association. In the late 1960's, the Association went through a major transition. It became more vocal about the profession. This activity culminated in the first written master agreement being approved in 1968-69. The CEA agreement was one of the first in Ohio. That same school year, a bargaining election was held and CEA was selected by 97.8 percent of the voting teachers over a rival group or a third choice of no representation.

CEA grew as an organization during the period between 1974 and 1978. A five-day strike in 1975 made it very clear that teachers would not work unless their concerns were dealt with fairly. Although a strike is always a time of difficulty and loss, teachers had firmly stood up and respect was strongly achieved.

John Grossman has been CEA President since 1978. In recent years, CEA has had to face desegregation, reductions in force and serious financial crises; but it continues to move forward. The Association has helped create a number of innovative programs that have received national attention.

A series of major educational reform projects have been started in the last five years. This has helped keep Columbus teachers in a competitive position even though they work in a major urban district. The CEA remains committed to the goals of its founders as it looks toward the future of public education.

The Columbus Education Association


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Table I-4**Average Teacher Salaries for 1987-88 and 1997-98**

State	Average Salary		Rank		Percent of U.S. Average		Change	Rank
	1987-88	1997-98	1987-88	1997-98	1987-88	1997-98	1987-88 to 1997-98	
New Jersey	\$30,778	\$50,284	10	2	110%	128%	63.4%	1
Pennsylvania	29,177	47,542	16	6	104%	121%	62.9%	2
West Virginia	21,736	33,396	45	37	77%	85%	53.6%	3
Connecticut	33,776	51,727	7	1	120%	131%	53.1%	4
New Hampshire	24,019	36,663	42	24	86%	93%	52.6%	5
Arkansas	21,133	32,119	49	43	75%	82%	52.0%	6
Oregon	28,060	42,301	20	13	100%	108%	50.8%	7
Vermont	24,507	36,299	37	26	87%	92%	48.1%	8
Idaho	22,242	32,834	44	40	79%	83%	47.6%	9
Illinois	29,667	43,707	13	11	106%	111%	47.3%	10
Indiana	27,028	39,752	24	16	96%	101%	47.1%	11
Nevada	27,599	40,572	19	15	98%	103%	47.0%	12
Maine	23,425	34,349	47	30	83%	87%	46.6%	13
Utah	22,572	32,981	38	39	80%	84%	46.1%	14
Massachusetts	30,379	44,285	9	10	108%	113%	45.8%	15
Tennessee	23,785	34,584	31	27	85%	88%	45.4%	16
Georgia	25,736	37,412	27	21	92%	95%	45.4%	17
Nebraska	22,683	32,668	43	42	81%	83%	44.0%	18
Delaware	29,573	42,439	15	12	105%	108%	43.5%	19
Kentucky	24,253	34,453	41	29	86%	88%	42.1%	20
Michigan	34,080	48,361	4	4	121%	123%	41.9%	21
Louisiana	21,209	30,090	48	48	76%	76%	41.9%	22
Ohio	27,606	39,099	21	18	98%	99%	41.6%	23
New York	34,500	48,712	3	3	123%	124%	41.2%	24
South Dakota	19,758	27,839	51	51	70%	71%	40.9%	25
Alabama	23,320	32,799	32	41	83%	83%	40.6%	26
Mississippi	20,562	28,691	50	49	73%	73%	39.5%	27
South Carolina	24,403	33,608	36	35	87%	85%	37.7%	28
Missouri	24,709	34,001	34	33	88%	86%	37.6%	29
Washington	28,217	38,755	18	19	101%	98%	37.3%	30
Kansas	24,647	33,800	33	34	88%	86%	37.1%	31
Iowa	24,858	34,084	39	31	89%	87%	37.1%	32
Florida	25,198	34,473	29	28	90%	88%	36.8%	33
Virginia	27,193	37,024	25	23	97%	94%	36.2%	34
Oklahoma	22,773	30,940	40	45	81%	79%	35.9%	35
Rhode Island	32,858	44,506	6	9	117%	113%	35.4%	36
California	33,159	44,585	5	8	118%	113%	34.5%	37
Maryland	30,933	41,404	8	14	110%	105%	33.9%	38
North Carolina	24,900	33,123	30	38	89%	84%	33.0%	39
Texas	25,558	33,537	26	36	91%	85%	31.2%	40
Minnesota	29,900	39,104	11	17	107%	99%	30.8%	41
Wisconsin	29,206	38,179	14	20	104%	97%	30.7%	42
North Dakota	21,660	28,231	46	50	77%	72%	30.3%	43
Colorado	28,651	37,240	17	22	102%	95%	30.0%	44
District of Columbia	34,705	44,746	2	7	124%	114%	28.9%	45
Montana	23,774	30,617	35	46	85%	78%	28.8%	46
Hawaii	28,445	36,598	22	25	101%	93%	28.7%	47
New Mexico	23,958	30,309	28	47	85%	77%	26.5%	48
Arizona	27,388	34,071	23	32	98%	87%	24.4%	49
Wyoming	27,141	32,022	12	44	97%	81%	18.0%	50
Alaska	41,190	48,275	1	5	147%	123%	17.2%	51
U.S. Average	\$28,071	\$39,347			100%	100%	40.2%	

Guam	\$27,713	\$27,827			99%	71%	0.4%	
Puerto Rico	\$11,700	\$24,000			42%	61%	105.1%	
Virgin Islands	\$18,682	\$33,311			67%	85%	78.3%	

Source: American Federation of Teachers, annual survey of state departments of education.

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Table I-1**Average Teacher Salary in 1997-98, State Rankings**

Rank	State	Average Salary	Percent of U.S. Average
1	Connecticut	\$51,727	
2	New Jersey	50,284	
3	New York	48,712	c
4	Michigan	48,361	b
5	Alaska	48,275	
6	Pennsylvania	47,542	
7	District of Columbia	44,746	b
8	California	44,585	
9	Rhode Island	44,506	b
10	Massachusetts	44,285	b
11	Illinois	43,707	e
12	Delaware	42,439	
13	Oregon	42,301	e
14	Maryland	41,404	f
15	Nevada	40,572	e
16	Indiana	39,752	
17	Minnesota	39,104	b
18	Ohio	39,099	
19	Washington	38,755	a
20	Wisconsin	38,179	f
21	Georgia	37,412	
22	Colorado	37,240	
23	Virginia	37,024	f
24	New Hampshire	36,663	
25	Hawaii	36,598	b
26	Vermont	36,299	
27	Tennessee	34,584	f
28	Florida	34,473	
29	Kentucky	34,453	f
30	Maine	34,349	
31	Iowa	34,084	
32	Arizona	34,071	b
33	Missouri	34,001	a,f
34	Kansas	33,800	d
35	South Carolina	33,608	
36	Texas	33,537	
37	West Virginia	33,396	f

38	North Carolina	33,123		
39	Utah	32,981	a	
40	Idaho	32,834		
41	Alabama	32,799		
42	Nebraska	32,668		
43	Arkansas	32,119	a,f	
44	Wyoming	32,022		
45	Oklahoma	30,940		
46	Montana	30,617		
47	New Mexico	30,309	b	
48	Louisiana	30,090		
49	Mississippi	28,691		
50	North Dakota	28,231		
51	South Dakota	27,839		
U.S. Average		\$39,347		
	Guam	\$27,827	e,f	
	Puerto Rico	\$24,000		
	Virgin Islands	\$33,311		

a=estimate or preliminary; b=AFT estimate; c=median; d=estimated to exclude fringe benefits at 8%; e=includes employer pick-up of employer contribution, where applicable; f=includes extra duty pay.

Source: American Federation of Teachers, annual survey of state departments of education.



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Table 74.—Average salaries for full-time teachers in public and private elementary and secondary schools, by selected characteristics: 1993–94

Selected characteristics	Total earned income	Base salary	Number of full-time teachers	School year supplemental contract		Supplemental contract during summer		Number of teachers with nonschool employment		
				Number of teachers	Supplemental salary	Number of teachers	Supplemental salary	Teaching or tutor	Educational related	Not educational related
1	2	3	4	5	6	7	8	9	10	11
Public schools										
Total	\$36,498	\$34,153	2,340,443	815,827	\$2,075	401,516	\$2,070	118,603	80,014	237,177
Men	41,031	36,182	642,807	348,855	2,923	147,299	2,530	37,297	39,150	124,487
Women	34,781	33,384	1,697,636	466,972	1,442	254,218	1,803	81,305	40,863	112,689
Race/ethnicity										
White, non-Hispanic	36,576	34,221	2,012,142	722,694	2,067	328,492	2,015	100,017	68,991	208,306
Black, non-Hispanic	36,200	33,889	181,896	48,968	2,325	40,819	2,221	10,734	5,490	16,336
Hispanic	35,197	32,996	102,965	31,653	1,930	24,122	2,477	5,817	3,644	7,337
Asian or Pacific Islander	38,292	36,134	25,383	6,391	1,873	5,381	2,285	1,298	910	2,327
American Indian or Alaskan Native	35,635	32,994	18,057	6,121	2,068	2,703	2,305	737	979	2,871
Age										
Less than 30	27,151	24,737	258,692	113,918	1,777	51,862	1,819	11,924	8,078	28,228
30 to 39	31,596	29,270	517,638	204,607	2,163	102,314	1,942	24,860	19,623	49,690
40 to 49	38,106	35,751	974,299	328,974	2,107	161,320	2,053	50,193	34,480	100,528
50 or more	42,243	39,931	589,815	168,328	2,109	86,021	2,404	31,625	17,833	58,730
Years of teaching experience										
First year	26,641	23,544	99,833	35,238	1,573	16,007	2,516	4,554	2,463	13,210
2 to 4 years	27,217	25,089	272,905	109,127	1,660	54,192	1,806	10,991	9,575	30,150
5 to 9 years	30,709	28,451	388,370	145,326	1,998	79,198	2,046	23,195	11,272	36,451
10 to 14 years	33,805	31,792	355,460	114,950	2,110	58,360	2,003	16,150	12,281	30,036
15 to 19 years	37,984	35,809	380,168	131,094	2,177	65,105	1,842	19,878	14,175	35,835
20 or more years	43,796	41,215	843,707	280,091	2,279	128,653	2,285	43,835	30,248	91,495
Level										
Elementary	34,944	33,517	1,193,257	254,890	1,503	170,059	1,801	47,820	27,084	90,749
Secondary	38,114	34,815	1,147,186	560,937	2,335	231,457	2,267	70,783	52,930	146,427
Private schools										
Total	\$24,053	\$21,968	302,431	64,063	\$1,894	62,847	\$2,122	20,237	11,424	34,099
Men	30,215	26,120	72,264	27,418	2,408	21,317	2,584	3,993	4,969	14,283
Women	22,118	20,669	230,167	36,645	1,509	41,530	1,885	16,244	6,456	19,816
Race/ethnicity										
White, non-Hispanic	24,084	22,000	278,749	59,475	1,903	55,950	2,109	18,461	10,677	31,724
Black, non-Hispanic	23,043	20,796	8,946	1,350	2,451	3,024	2,173	(¹)	(¹)	(¹)
Hispanic	22,256	20,672	9,862	2,013	1,209	2,269	2,298	(¹)	(¹)	(¹)
Asian or Pacific Islander	28,505	25,861	3,786	997	2,054	1,185	2,643	(¹)	(¹)	(¹)
American Indian or Alaskan Native	25,082	21,625	1,088	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)
Age										
Less than 30	19,438	17,010	56,709	14,802	1,572	15,865	1,781	4,600	2,373	8,982
30 to 39	23,334	20,925	73,855	16,590	1,947	17,227	2,161	4,636	3,247	10,087
40 to 49	25,230	23,224	102,226	21,284	1,915	20,355	2,196	6,965	3,794	9,580
50 or more	26,845	25,273	69,641	11,388	2,193	9,400	2,467	4,035	2,010	5,449
Years of teaching experience										
First year	19,408	16,318	22,922	4,832	1,539	4,545	1,973	1,798	(¹)	3,395
2 to 4 years	19,858	17,719	54,831	12,001	1,580	15,974	1,899	3,970	1,924	8,207
5 to 9 years	21,764	19,748	66,567	13,905	1,816	14,111	2,112	4,625	3,184	8,044
10 to 14 years	24,266	22,424	49,880	10,007	1,741	9,171	2,032	2,369	1,404	5,133
15 to 19 years	27,238	25,351	42,209	8,985	2,129	8,460	2,257	3,601	1,812	3,452
20 or more years	29,258	27,178	66,022	14,334	2,310	10,585	2,508	3,874	2,320	5,867
Level										
Elementary	21,485	19,977	179,936	23,015	1,514	33,338	1,846	11,805	5,645	18,137
Secondary	27,824	24,896	122,496	41,048	2,106	29,509	2,435	8,432	5,780	15,962

¹ Too few sample cases (fewer than 30) for a reliable estimate.

NOTE.—Details may not add to totals because of rounding or missing values in cells with too few cases, or survey item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1993–94," unpublished data. (This table was prepared November 1997.)

Terri Gehr
Columbus Public Schools
78 South Fifth Street
Columbus, OH 43215
Phone: 365.6457
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facsimile transmittal

To: **Andy Rothingham**

Fax:

From: **Terri Gehr**

Date:

04/19/00

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COLUMBUS PUBLIC SCHOOLS

270 East State Street • Columbus, Ohio 43215

VIA TELEFAX 202.456.5581

April 19, 2000

Andy Rothingham
Education Advisor
White House Domestic Policy Council
Washington, DC

Dear Mr. Rothingham:

On behalf of Superintendent Rosa Smith, I am forwarding to you the information you requested for three of our elementary schools.

While all three schools have shown significant academic "turn around," and have much to tout in terms of successful programs, we strongly urge you to focus on Sullivant Elementary School as a possible site for a Presidential visit. Sullivant has shown dramatic results, and has substantial support from the business community.

Please do not hesitate to contact me at 614.365.6457 if I can provide additional information. My e-mail is tgehr@columbus.k12.oh.us.

Sincerely,

Terri Gehr
Executive Director for
Development and Communications

c: Dr. Rosa A. Smith, Superintendent
Dr. Dee Morgan, Chief Academic Advisor

SV →

IN 13 SUMS

DRAFT Executive Order on Low-Performing Schools

A/O 3:30 PM 20 April

Since 1992, this Administration has sought to raise standards and increase accountability in public education while investing more resources in elementary and secondary schools. Working toward this goal, as part of the 1994 reauthorization of the Elementary and Secondary Education Act of 1965 and the Goals 2000 Act also passed in 1994 standards and standards-based reform were codified in as part of federal education policy. Standards provide clarity as to what students should know, what schools should teach, and they offer a mechanism to hold schools accountable for producing results. During the past 6 years states have used standards as one component to develop accountability systems to identify schools that are low performing; however, beyond simply identifying these schools more concrete steps must be taken to turn these schools around. To help states and local school districts effectively intervene in failing schools in 1999 the President proposed and Congress enacted the Educational Accountability Fund. \$134 million was appropriated for this fund to help states and localities turn around failing schools.

Intervening in low-performing schools is a state and local responsibility; however, the Federal Government can and should provide resources and leadership to assist states and local school districts in this endeavor. Accordingly, by the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Failing Schools. (a) (1) The Secretary of Education ("the Secretary") in accordance with the Elementary and Secondary Education Act of 1965 and to the extent permitted by law shall within 120 days compile a list of schools identified as low-performing by the states according to their accountability systems.

(2) The Secretary may enter into agreements with the states concerning the collection of this data and may provide technical assistance to the states to facilitate the expeditious collection.

(3) The Secretary shall make this list publicly accessible and available.

(4) This list shall be updated annually along with an analysis by the Secretary identifying trends in the number of low-performing schools and the causes for such trends including the impact of federal efforts on these schools.

Section 2. Education Accountability Fund. (a) (1) The Secretary shall within 60 days of the allocation of funds from the Education Accountability Fund according to PL 106-113 App. D (113 stat. 1501A—245) compile a report detailing the allocation of these monies, intended uses of these monies, and expected results from the uses of these monies.

(2) The Secretary may enter into agreements with the states concerning the collection of this data and may provide technical assistance to the states to facilitate the expeditious collection.

(3) The Secretary shall make this report publicly accessible and available.

(4) The Secretary shall update this report on an annual basis within 60 days of the release of monies under the Education Accountability Fund. Further, annual updates shall include an analysis by the Secretary as to the effectiveness of these monies and progress toward the expected results identified in the previous year's report.

Section 3. Redirection of Departmental Resources. (a) (1) The Secretary shall take whatever steps, to the extent permitted by law, the Secretary deems necessary to redirect the resources, technical assistance capability, and research capacity of the United States Department of Education to assist states and localities intervening in low-performing schools.

(2) The Secretary may enter into agreements with the states or with individual school districts, to the extent permitted by law, to offer research, technical support, or other assistance as desired by states and local school districts.

(3) The Secretary shall, to the extent permitted by law, work with the Assistant Secretary for the Office of Educational Research and Improvement to ensure that research, and the dissemination of research, intended to help states and local school districts effectively turn around low-performing schools is a priority of the United States Department of Education.

(4) Within 120 days of this order the Secretary shall prepare a report detailing ongoing efforts and efforts as a result of this order to assist states and local school districts intervening in low-performing schools. This report shall be publicly accessible and available.

Section 4. Public Dissemination. (a) (1) Because the reporting requirements of this order are closely interrelated, the Secretary shall, at his discretion, compile this information as part of a single, Education Accountability Annual Report, to be released as a whole as closely as possible according with the timelines in this order.

Questions for the President
Education Roundtable
Eastgate Elementary
May 4, 2000

Mayor Coleman
CEA Dee Morgan
Barbara Blake
Class size teacher tbd
Troops to teacher teacher
School uniform teacher
Parent with kids in school

Questions for Mayor Coleman:

I have heard a lot about your education initiatives. They are on the edge, new stuff, what is it that you are doing?

I understand you have an education forum tomorrow focusing on after school programming. What are your goals for after-school?

If school reform is effective what are the benefits to the economic vitality of Columbus?

When you look at education as a whole what are some of your larger concerns?

Questions for Principal Barbara Blake:

A lot of people say that class size isn't important and criticize my class size program. Here at Eastgate, you're reducing class size is it having an effect?

You have a lot of public private partnerships here, how do those work and how do they help the students here?

If we in Washington could do one thing for you that would help you better serve these students, what would that be?

Questions for Chief Academic Officer Dee (sp?) Morgan?

You all are turning around your low-performing schools here in Columbus, tell me some about how you're doing that?

You all have a pioneering teacher quality initiative here in Columbus, you Peer Assistance Review program, I know it's a model nationwide, tell me about how it works and how it improves academics?

What kind of professional development do you do for your teachers in Columbus?

**Questions for school uniform teacher:**

What prompted your school to decide to adopt school uniforms?

What kind of opposition did you face in developing and implementing the school uniform policy?

Do you think the school uniform policy has effected the students' discipline, social interaction or academic achievement?

Questions for class size teacher:

How has the learning environment in the classroom changed since there are fewer students in each class?

How has having fewer children in each class affected your teaching methods?

What changes have you noticed in the kids in your class since they are able to get more time with you individually?

Questions for Troops to Teachers teacher:

Why did you decide to become a teacher?

What was it like becoming a teacher in mid-career?

How do you think your previous experience has helped you in the classroom?

Questions for parent:

Eastgate has a program that encourages teachers to meet with students at their homes, what do you think of this program?

Are schools adequately preparing your child for high school and college?

As a parent, what is your biggest concern about schools?



Office of the Mayor
90 West Broad Street
Columbus, Ohio 43215

(614) 645-7671

(614) 645-8955 (Fax)

FAX COVER SHEET

Amaly
202 456 7929

DATE: _____

TO: Orson Porter

ATTN: _____

FROM: Ty Marsh

NUMBER OF PAGES (including cover sheet) 7

COMMENTS:

66881

April 24, 2000

Dear Forum Participant:

Thank you for agreeing to participate in the *"The Promise of After-School: A Forum on Extended Day Programs for School Age Children."* The forum will be held on Friday, May 5, 2000 at the Ramada Inn, Airport (map enclosed). Registration will begin at 8:00 a.m. and the forum will begin promptly at 8:30 a.m.

For those of you who have not yet sent in registration forms, it's not too late to participate. We have a limited amount of spaces yet available. If you have already sent in a registration, do not send another. All participants will receive a confirmation of registration prior to the forum.

Sponsoring organizations are:

1. Office of Education, Mayor's Office - City of Columbus
2. Columbus Public Schools
3. Education Vision Council of the United Way of Franklin County
4. Columbus Education Association
5. African American Advisory Council for the Columbus Public Schools
6. Federation of Settlements
7. AfriCentric Personal Development Workshop
8. Franklin County Educational Council

We are excited that the moderator for the forum will be Dr. Lowell Rose. Dr. Rose is the former Executive Director of the Phi Delta Kappa, International.

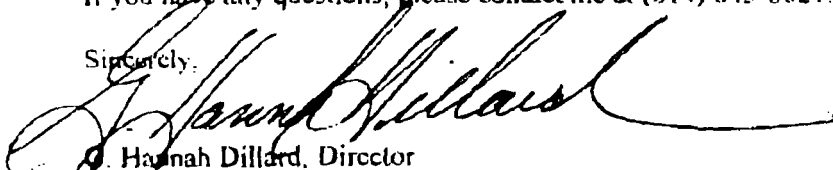
During the forum, Dr. Rose will guide you through a series of activities with other people from the community who are interested and involved with education and extended day programs. The intent of the forum is to promote rational dialogue about the purposes, measurements, and changes necessary to establish quality extended day programs. Your participation from 8:00 a.m. - 3:30 p.m. on May 5 will be highly valued and important to the success of the forum.

Enclosed are materials to help you prepare and focus your thoughts for this discussion.

Thank you for your interest and participation in the forum. It is the desire of Phi Delta Kappa and the sponsors to foster discussion, draw conclusions and make recommendations to provide quality extended day programs to children in the community.

If you have any questions, please contact me at (614) 645-8821.

Sincerely,



Hannah Dillard, Director
Office of Education, Mayor's Office

Extended-Day Programs for School-Age Children

Dear Participant:

It will be a pleasure to welcome you to the May 5 forum in which we will focus on extended-day programs for school-age children. The purposes of the forum have already been set. We want to begin a discussion about extended-day programs, their character and the purposes they serve in a community such as Columbus, Ohio. The process we will be using is one that has been developed by Phi Delta Kappa International and used with many community groups. It features discussion with the opportunity to present your own views, first in a small group and then in the total group. There is nothing to fear in the process. You will not be put on the spot and you will quickly find that you have as much or more to contribute than anyone. You should come prepared to have fun. Most of the participants in these forums leave saying that it was an interesting and enjoyable event.

You are not expected to do any homework in advance; however, I thought you might want to know more about the process. Participants will be organized at tables, with each table having a facilitator and a recorder. Once the opening activities are completed, your table will begin to discuss the first question, "What should be the purposes of extended-day programs?" After completing small-group discussion, the collective responses of the tables will be summarized, and the total group will then set out to prioritize the responses. As the forum progresses, we will discuss two other questions, "How can we know if these purposes are being achieved?" and "What changes need be made to achieve these purposes?"

Once we have moved through the three questions, we will proceed to a fourth one that deals with where the process goes from this point forward. The intent is to end the forum with the planners in a position to prepare a report that will provide the basis for planning and implementing effective extended-day programs for the Columbus community. Remember, there are no correct answers to the questions and the fact that you are a part of the Columbus community makes your view especially important.

I look forward to seeing you on the 5th.

Lowell Rose
Forum Moderator

P. S. I promised no homework; however, some of the accompanying information may be interesting.

Background Information on Extended-Day Program

There are 3 million American children between the ages of 5 and 14, yet the United States has no organized system for providing supervision, activities, and opportunities to them during the hours when school is not in session.

Public schools meet for only 6 hours per day, 180 days per year, leaving 185 days and many hours each day free for leisure and nonschool activities.

Three of four mothers with school-age children are employed, and two-thirds of them work full time.

An estimated 3.5 million children between the ages of 5 and 12 are spending an average of an hour a day home alone after school.

Some 73% of the age 5 to 12 school-age children go straight home after school. Another 11 percent go to childcare, 8 percent stay at school, and the remaining 8 percent go to a variety of other places, such as the mall, a park, or a parent's place of employment.

Recognition that most youth violence and crimes occur during the first four hours after school has led to a huge public investment at all levels in after-school programs, many of which are being used to boost student achievement.

During the afternoon hours, rates of juvenile crime triple, and many unsupervised youngsters experiment with tobacco, alcohol, drugs, and sex.

Groups actively supporting extended-day programs include the 21st Century Community Learning Centers, the National Center for Community Education, and the National School-Age Alliance.

Some states are responding to the drive for school improvement and accountability by reconsidering the length of the school year and implementing and enhancing summer and after-school programs.

After-school options include childcare centers, tutoring programs at school, dance groups, basketball leagues, and drop-in clubs. Public facilities such as libraries, recreation centers, and playing fields help meet the needs of school-age children if they are safe, in good condition, and accessible by public transportation.

State and federal budgets for education, public safety, crime prevention, and child care provide some funding for after-school programs, including \$200 million in federal grants in 1999 to enable schools to establish after-school programs called 21st Century Community Learning Centers.

Parent fees of about \$2,000 per year are the main support of after-school programs.

Young teens that attend after-school activities achieve higher grades in school and engage in less risky behavior.

Finding ongoing operating funds, maintaining qualified staff, securing appropriate space, and developing an accurate understanding of likely program impacts are the four major hurdles impeding program delivery in extended-day programs.

FORUM

"The Promise of After School"

A Forum on After-School; School-Age Programs in Columbus/Franklin Cty.
May 5, 2000

Ramada Inn Airport

Sponsored by:

1. Office of Education, Mayor's Office – City of Columbus
2. Columbus Public Schools
3. Education Vision Council of the United Way of Franklin County
4. Columbus Education Association
5. African American Advisory Council
6. Federation of Settlements *Don McConkey*
7. AfriCentric Personal Development Workshop

Facilitated by:

Phi Delta Kappa International
Lowell Rose, Former Executive Director

Introduction:

- News media regularly highlight shortcomings of the shortage and quality of after-school programs.
- Voters believe that parent's and community groups, local government, school districts, and churches should be the most responsible for setting up after school and school age programs.
- School boards are not agreed on the purposes and feasibility of after school programs.
- Parents complain about particular practices in after school programs.
- Scholars squabble about the effectiveness of after-school and school age programs.
- Polls consistently show that of those who have after school programs in their community most of them say that their after school programs are excellent or good. However, a quarter of respondents say the quality of their programs is just fair or poor. (Mott Foundation Poll, 1998)

The time is right for a public forum to discuss after-school and school age education programs.

The purpose of the forum is to:

1. Begin the discussion about quantity and quality of after school and school age programs.

WORKING PAPER
Columbus After-School Consortium
Office of Education, City of Columbus, Mayor's Office

Method:

2. Involve community people in the discussion of three fundamental questions related to **educational purposes, measuring effectiveness and changes necessary** to achieve excellence in our community's after school and school age programs.
3. Discuss these issues thoughtfully in small group settings; and
4. Reach agreement with other participants about how to improve the quality and quantity of after school and school age programs.

This forum will close on the question ***"What action(s) will be taken to accomplish the goal of improved quality and quantity of after school and school age program?"***

OUTCOMES:

1. An outline for a set of community guidelines (standards) for the quality and quantity of after school and school age programs.
2. A commitment on the part of participants to take action and to implement the ideas generated in the forum.
3. To gain "buy in" on the part of the broader community to participate in the creation and implementation of after school and school age programs.

Attendance: Limited to 125

Statistics – Franklin County (1998)

Statistics – 1999, Mott Foundation

1. A nationwide poll by the Charles Mott Foundation and JC Penny in 1999 shows that a record number of American voters believe that after school programs are a fundamental part of youth development.
2. Ohio Proficiency Test scores for both 4th and 6th graders showed that school aged child care children exceeded the state-wide percentages of students meeting proficient standards.
3. School absence and tardiness is reduced for students participating in school age programs
4. Suspension and expulsions, when

STATE ASKED TO BOOST SCHOOL-FUNDING SHARE COALITION WANTS TO SPEED UP PROCESS

Date: Friday, April 21, 2000

Section: NEWS

Page: 03C

Byline: James Bradshaw

Source: Dispatch Statehouse Reporter

The coalition that succeeded in having Ohio's school-funding system ruled unconstitutional called yesterday for the state to pick up a larger share of the \$23 billion cost to fix the problem.

"I think personally that Gov. (Bob) Taft is in the ballpark on the total amount needed," said William L. Phillis, executive director of the Ohio Coalition for Equity & Adequacy.

Taft and Republican leaders in the General Assembly have put in place a plan to use \$5.5 billion from the national tobacco settlement and \$4.5 billion from state capital-improvements appropriations to augment \$13 billion in local money for a 12-year rebuilding of schools.

"A good place to start would be to reverse those shares," Phillis said in a coalition news conference at the Statehouse.

An adequate plan probably could be put together for \$13 billion in state money and \$10 billion in local contributions if the money were put out faster, he said.

"We testified six to eight years is the maximum time frame in our estimation," Phillis said.

The coalition brought the suit that led to a 1997 Ohio Supreme Court ruling that the state was not meeting its constitutional obligation to provide a "thorough and efficient" education system.

The court is weighing whether state officials have corrected the system, including reducing the reliance on local property taxes.

Phillis and Larry Miller, chairman of the coalition's steering committee, moderated a presentation by five school superintendents who worked on an 18-page report of recommendations to improve how the state is addressing "the horrific school-facilities problem."

The recommendations include suggestions to equalize school district indebtedness, increase state help on land costs for new buildings and provide greater flexibility in the state school design manual to meet local curriculum needs.

Phillis said copies of the report were delivered to offices of legislative leaders and others will be mailed to members of the State Board of Education.

The governor's press secretary, Scott Milburn, said Taft's plan has been carefully thought out and widely praised. Speeding the process might be ill-advised, if not impossible, Milburn said.

"There are certain limits that exist on the capacity to absorb that much money that quickly," he said.

He said questions already have been raised on how fast the Ohio Schools Facilities Commission can process the money, how fast districts can absorb it and whether the state has enough school construction

contractors to keep up with the work over a 12-year span.

"There have been people who say it's too long; there have been people who said it was too short. That probably means it's about right," Milburn said. "In three years, we've already put \$2 billion in it."

Senate President Richard H. Finan, R-Cincinnati, said there's greater risk of waste when money is spent too rapidly. "You would put immense pressure on the system trying to spend money that quickly. We're already pumping a lot of money in the system."

He said the state provided help only on operating money for schools, not buildings, until 1992 when the school-facilities program was established in response to other court rulings.

"I like to remind people that we didn't know this was our job -- school renovation and repair -- until 1992," Finan said. "You can't correct 100 years in an instant."

House Speaker Jo Ann Davidson said legislators are considering proposals that would speed spending by allowing districts to use local money on construction in advance of state aid and still get matching credit. "I've been very supportive of the expedited program," she said.

As for moving state money faster, she said the system appears near full speed now. "I think the School Facilities Commission, the governor and the legislature have made a monumental effort already."

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LAWMAKER SOLICITS IDEAS FOR SCHOOL FUNDING

Date: Friday, March 24, 2000

Section: NEWS

Page: 03B

Byline: Matthew Marx

Source: Dispatch Staff Reporter

Think you can solve Ohio's school-funding problem?

State Rep. Bryan Flannery has a thousand bucks if you can.

Flannery, D-Lakewood, says he'll write the check for a workable method of public-education financing.

"I'm offering a \$1,000 reward to the person who can solve how we pay for school funding," he told 25 people attending a panel discussion presented by the Columbus Council of PTAs last night.

Other panel members were Columbus Public Schools Budget Director Bryan Adams and Assistant Treasurer Bob Stalder.

They spent two hours discussing school-finance issues, both local and statewide, including the Ohio Supreme Court's 1997 decision in the DeRolph case.

That ruling called Ohio's method for funding unconstitutional.

"The state's over-reliance on local contributions creates an inequity for school districts," Stalder said.

Since December, Flannery has traveled the state, promoting his \$1,000 incentive to school boards, PTAs and other groups.

He has received more than 75 written proposals so far, he said.

The idea that leads to the final proposal that Flannery submits to the General Assembly will earn the reward, he said.

"One thousand dollars out of my pocket is a show of faith," he said. "There is a person out there -- whether it's a teacher, a mother, a grandfather -- who has an idea."

The state already has spent millions of dollars hiring experts who couldn't come up with a fair solution, he said.

Everyone in Ohio is eligible for the reward except Gov. Bob Taft, legislators and lobbyists, who Flannery said have had their chances.

"Now it's time for the people of Ohio to give their input," Flannery said. "Perhaps tomorrow you can affect history in Ohio."

Proposals are allowed to incorporate voucher programs, charter schools or home schooling.

His deadline for the reward is spring. By then the Ohio Supreme Court should have ruled on the state's response to the decision that called school funding inadequate.

"A ruling with the Ohio Supreme Court is coming out any day now."

The complexities of school funding begin with the disparity between school districts' property-tax bases, Flannery said.

Those with ideas are asked to submit proposals in writing on "How to adequately pay for Ohio's children who attend public schools." Send them to the Ohio House of Representatives c/o Flannery, 10th Floor, Education Committee Secretary, 77 S. High St., Columbus, Ohio 43215. Or proposals can be e-mailed to Flannery at rep17@ohr.state.oh.us.

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STATE BELOW AVERAGE ON SCHOOL-BUILDING SPENDING

Date: Friday, March 17, 2000

Section: NEWS

Page: 01A

Byline: Roger K. Lowe

Source: Dispatch Washington Bureau Chief

WASHINGTON -- Spending to build and repair schools in Ohio increased more than twice as fast as the national average from 1990 to '97, a new report by the General Accounting Office indicates.

But construction spending per pupil in the Buckeye State still ranked in the bottom 20 percent among all states.

The GAO is the investigative arm of Congress. Its report showed that states and local districts boosted spending for school construction and renovations 39 percent between 1990-97.

In Ohio, that spending rose 82.5 percent -- to \$680 million in 1997 from \$373 million in 1990.

Virtually all of the construction money for Ohio schools came from local districts. Ohio was one of 15 states that provided little or no state help for school construction during the eight years, the report said.

Ohio's school buildings have been rated among the worst in the nation.

The report does not include the money the state has spent on renovations and construction since the 1997 Ohio Supreme Court decision that said the state has inadequately funded public schools.

"Governor Taft has dramatically increased money for school construction and has proposed spending approximately \$10 billion over the next 12 years to fix every school building in every district serving every student," Taft spokesman Scott Milburn said.

The General Assembly last month approved legislation allocating \$4.5 billion during the next 26 years to school construction. That money will come from the state's share of the national tobacco settlement.

In addition, the two-year state budget approved in June set aside \$415.7 million in budget-surplus money for school-building assistance and classroom technology.

And Ohio voters in November approved a constitutional amendment allowing the state to use general-obligation bonds to pay for school construction and repair. That amendment gives state officials another tool -- a sort of lower-interest credit card -- to improve Ohio school buildings.

William L. Phillis, executive director of the Ohio Coalition for Equity and Adequacy of School Funding, said state government historically did very little to help pay for school capital improvements. Between 1957-90, state officials put less than \$200 million into such work.

"Until recently, the state has never considered that it had a mandatory role in school construction," Phillis said.

He acknowledged that the state has earmarked more money in recent years, but said the "rolling decay" in aging schools will require a large infusion of cash.

A state report in 1990 estimated it would cost \$10.2 billion simply to bring Ohio's schools up to building code. Seven years later, a Legislative Budget Office report put the figure at \$16.5 billion.

Phillis said incremental increases in funding will not fix a deep hole that's only getting deeper.

"It's kind of like quicksand," Phillis said. "The infrastructure is sinking faster than they are filling it in."

Phillis said that more than half of Ohio's school buildings are at least 60 years old.

A 1996 GAO report showed that Ohio school buildings ranked at the bottom nationwide. The report found that at least 76 percent of the buildings surveyed in the state had at least one substandard feature -- such as a leaky roof, bad plumbing or unsatisfactory wiring.

The latest report said average spending in Ohio for school construction and renovations from 1990 to '97 was \$494 million -- 14th among the 50 states and the District of Columbia.

But the state's per-pupil spending ratio was 41st on the list.

Ohio districts collectively spent \$274 per pupil to build and fix up schools -- 57.9 percent of the \$473 per student national average.

Ohio's rapid increase in spending during the eight years sent it higher in a ranking of state expenditures on school construction.

In 1990, Ohio's total spending for those projects ranked 16th, but the state had moved to 13th by 1997.

Nationally, states and local school districts spent \$24.7 billion for construction and renovation work in 1997, an increase of almost \$7 million over the \$17.8 billion spent in 1990.

Finding money for school-construction projects generally is left up to local school districts, although state governments have taken on a greater role in recent years. The federal government has provided limited money for construction, but President Clinton is pushing Congress to put more federal money into renovating deteriorating school buildings.

The GAO report was conducted for the House Education and the Workforce Committee, which wanted to determine trends in construction spending by local districts and states.

No nationwide information exists on how spending is divided between states and local school districts, as the practices vary dramatically among states, the accounting office said.

The latest GAO report comes at a time when school districts are facing problems with deteriorating older buildings as well as a need for new facilities in some districts to meet rising enrollments.

The GAO has issued a series of seven reports showing that it would cost \$112 billion to bring American schools into good overall condition, with about one-third of school buildings requiring extensive repairs or replacement of at least one building.

In addition, a recent Education Department report estimated that at least 2,400 new public-school buildings will be needed by 2003 to deal with growing enrollments caused by children of baby boomers -- the so-called echo generation.

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