

The Voice

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Columbus Education Association

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National Day of Service

On Jan. 19, we will celebrate the legacy of the late Dr. Martin Luther King, Jr.'s fight for civil rights. Many Americans also will spend the day in service to others. The day has been designated a Day of Service in honor of King. It calls for Americans from all walks of life to work together to provide solutions to our most pressing national problems. Join the hundreds of thousands of people who serve on MLK Day and throughout the year. Find a volunteer opportunity in your community. Last year, people across the country delivered meals, refurbished schools and community centers, and collected food and clothing. Volunteers also recruited mentors, supported job-seekers, built homes and provided other services for veterans and military families, and helped community members improve their financial literacy skills. Learn more at <http://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service-0>.

Martin Luther King, Jr. Day of Service 2014

-  15,000+ economically disadvantaged people received job placement, financial literacy, and job skill development training
-  38,000+ veterans, military families, and active duty military service members received assistance
-  58,000+ children and teens tutored, mentored, or otherwise educated
-  100,000+ people received training in disaster preparedness, response, and recovery
-  360,000+ people received emergency food



* Numbers are approximate as of January 24, 2014 and should be considered significantly lower than final total.

(source: <http://www.nationalservice.gov>)

Charter schools: Too little for our kids

One of the most rigorous independent studies of charter schools has bad news for Ohioans. Our legislators are not doing enough to regulate charter schools. Taxpayers are not receiving a solid return-on-investment.

The study, conducted by Stanford University's Center for Research on Educational Outcomes (CREDO) and supported by the conservative-leaning Fordham Foundation, provides more proof that charter schools need additional regulation. The study reveals that Ohio charters seem promising to many parents, but are doing much worse than their counterparts in neighboring district-run public schools.

CREDO found that in Columbus, charter school students' learning gains in math are "significantly less" than their CCS peers. Columbus charter school students lost about 22 days of learning in math each year from 2007–2013.

The study independently analyzed records provided by the Ohio Department of Education. It reviews all the data available on the performance of 67,820 students in charter schools operating in Cincinnati, Cleveland, Columbus and Dayton. The report shows the data from two perspectives:

that of a typical student and that of the schools. The analysis controlled for student characteristics including standardized test scores, race/ethnicity, poverty rate, special education status and other factors. It also compared the charter group to students from typical public schools who shared the same characteristics.

Using the typical 180-day school year as the context, the analysis shows that, on average, students in Ohio charter schools perform worse in both reading and mathematics. For instance, viewed within this framework, an average Ohio charter student completed 14 fewer days of learning in reading and 36 fewer days of learning in math.

The news looks better at first. Urban students performed better as the year progressed, especially African-American students in poverty. However, these are not lasting gains. Though 27 percent of charter students (the majority of them in Cleveland) outperformed their peers in the local school district, 23 percent did worse.

Here are some other highlights:

- Charter students in urban/suburban communities are about 173 days of learning behind their neighboring public school students in math and 108 days behind their counterparts in reading.
- Charter students enrolled in high schools lag behind their typical public school peers by 36 days of learning in reading and 43 days in math.
- Schools run by management companies are in worse shape, showing a gap of 56 learning days in math and 21 days in reading.
- Overall, many charter schools show a rise in achievement in math and reading initially, but then exhibit a drop in subsequent academic years.

The report notes the great oversight latitude given charter schools compared with traditional school districts—creating an inconstancy in accountability that we know isn't good for students or for staff. It calls for more research that considers the impact of tenured, experienced teachers and the collective knowledge of school districts—something we applaud, because your Association knows experience with evidence-based practices makes a huge difference in student learning. Charter schools lack this essential component.

Our governor and legislature need to address this issue. Students are losing out every day that we do not consider tougher regulation of charter schools. The report concludes that "over 40 percent of Ohio charter schools are in urgent need of improvement. They both post smaller student academic gains each year and their overall achievement levels are below the average for the state. If their current performance is permitted to continue, the students enrolled in these schools will fall even further behind over time."

Read more at http://credo.stanford.edu/pdfs/OH_Report_2014F.pdf.



Calendar survey results

The survey results for the 2015–2016 school year are complete. We want to thank the more than 1,500 CEA members who participated. We will present your preferences to the joint CEA/ CCS calendar committee. Per state law, the school board must hold a public hearing at least 30 days before adopting the calendar. Here are your preferences:

- Teachers report Monday, Aug. 24, 2015
- Winter break, Dec. 19, 2015–Jan. 3, 2016 (inclusive)
- Spring break Mar. 25–Apr. 3 (inclusive)
- Capital Day, Oct. 16
- Last day for students June 2, 2016
- Last day for teachers June 3, 2016

A breakdown of the survey responses is given below:

Begin and end of the 2015–2016 school year

- Tuesday, Aug. 18, to Friday, May 27–34.1%
- Thursday, Aug. 20 to Wednesday, June 1–17.9%
- Monday, Aug. 24, to Friday, June 3–39.2%
- Thursday, Sept. 3, to Wednesday, June 15–8.8%

Begin and end of the 2015–2016 winter break

- Saturday, Dec. 19, to Sunday, Jan. 3–86.6%
- Wednesday, Dec. 23, to Tuesday, Jan. 5–13.4%

Begin and end of the 2015–2016 spring break

- Friday, Mar. 25, to Friday, Apr. 1–73.4%
- Monday, Mar. 21, to Monday, Mar. 28–17.1%
- Monday, Mar. 14 to Friday, Mar. 18 & Friday, Mar. 25–9.5%

Records Day

Wed., Jan. 14 is Records Day. What a great opportunity for us as professionals to have release time to work on the many state and district mandates that make our jobs challenging. This is our day to work in our buildings on grade cards, data entry, IEPs, RIMPs, lesson plans etc.

While you are not required to attend staff meetings, TBTs, grade-level meetings or meet with parents, you are expected to show up to work at your regularly scheduled time and work the full day. We need to show the district how important this day is to us. By being in attendance on Records Day, we can show the district we value this opportunity.

Law requires third graders to take OAA ELA in spring

The day winter break began, the governor signed House Bill 367 into law. It was originally introduced as an education bill to prevent opioid abuse. The bill was packed with a grab-bag of educational provisions in the last few days of the legislature’s “lame-duck” session. Some of the major provisions of the new law include:

- Requiring school districts to administer the OAA for English language arts to all third grade students in the spring instead of PARCC.
- Removing the Sept. 30 deadline by which the language and reading skills portion of the diagnostic assessment must be administered to students in kindergarten through third grade.
- Allowing for student scores on state assessments during the 2014–2015 school year to be sent to districts and schools by Nov. 15, 2015, instead of within 60 days of administration or June 15, as under current law.
- Requiring students who enter high school in 2017 to take one-half unit of instruction in the study of world history and civilizations in the high school social studies curriculum; prohibits an end-of-course examination in world history.
- Allowing students entering the ninth grade for the first time between July 1, 2014, and July 1, 2015, take either the physical science or biology examination, and students entering the ninth grade for the first time on or after July 1, 2015, take the biology end-of course examination.

To learn more about additional provisions contained within HB 367, download the latest version of the OEA Legislative Watch at <http://bit.ly/OEALW1214>.

The numbers: Retirement Super Severance

If you want enhanced, or super severance pay, our contract requires members to notify the district of retirement intentions by Feb. 1 of their retirement year.

While it remains true that you will receive pay for 50 percent of your personal leave days regardless of when you notify CCS, notifying the district by Feb. 1 means you receive more for your sick leave. Article 810 of the *CEA Master Agreement* defines how severance pay is granted.

To estimate the amount of your severance pay, access the intranet under “Treasurer’s Office,” “Payroll,” and use the severance pay estimator. You will need your latest pay stub to obtain the necessary information. Notification letters go to the Director of Human Resources, Columbus City Schools.

The letter should include your name, your employee ID and your last day of service. You should hand-deliver the letter and take a copy to be time-stamped for your records.

The example below represents a retiring teacher with a yearly salary of \$86,001 (Master’s at Step 31) with a daily rate of \$441.03 (per diem), 410 sick leave days and 30 personal leave days.

Notification by Feb. 1*				Notification after Feb. 1*			
Sick Leave				Sick Leave			
	Rate	Per Diem	Amount		Rate	Per Diem	Amount
1st 100 days	x 25%	\$441.03 =	\$11,025.75	410 days	x 20%	\$441.03 =	\$36,164.46
2nd 100 days	x 30%	441.03 =	13,230.90				
3rd 100 days	x 35%	441.03 =	15,436.05				
4th 100 days	x 40%	441.03 =	17,641.20				
10 days	x 45%	441.03 =	1,984.64				
+ Personal Leave				+ Personal Leave			
	Rate	Per Diem	Amount		Rate	Per Diem	Amount
30 days	x 50%	441.03 =	6,615.45	30 days	x 50%	441.03 =	6,615.45
Total			\$65,933.99	Total			\$42,779.91

The difference is \$23,154.08. You can see the obvious advantage to notifying the district by Feb. 1.

If you have questions, call CEA at 253-4731.

**This example is for illustration purposes only and is not intended for use as an official calculation.*

Know where you want to teach?

Have a particular teaching preference? Now is your chance to make your request for the 2015–2016 school year. Section 211.05 of the *Master Agreement* allows members to express their teaching assignment preferences in writing for the following school year to the building principal. The deadline is Feb. 1. There are no guarantees, but our agreement gives members this opportunity.

Call in early if you’re going to be out

Section 701.03 in the contract requires you to either call SEMS, or call your principal if you find you cannot attend school due to an illness or emergency. You are not required to do both. Your administrator should have informed you of their preference. You must make the call at least one hour and 30 minutes prior to your normal required reporting time, or as soon as possible thereafter. If possible, please estimate the duration of the absence.

Reporting your absence to SEMS as soon as possible is the best way to ensure that you are able to have a substitute. Available substitutes receive an automated phone call from SEMS between 5:30–10 p.m. to pick up vacancies for the next work day. If you report an absence for the next school day after 10 p.m. the night before, substitutes will not be called to cover you absence until 5:30 a.m. the morning of your absence.

If you or one of your colleagues fails to receive a sub, send an email to tellcea@ceaohio.org with your school and the grade level or subject area of the vacancy.

Special Note:

- ❑ **Running for a CEA office in the spring?** You have until 5 p.m. on Feb. 20 to declare your candidacy for one of these offices: **Governors for Districts 3, 6 and two High School At-Large** (three-year terms); **2015 NEA Delegates, 2015 NEA State Delegates At-Large and 2015–2016 OEA Delegates**. The campaign period ends Mar. 30. Voting will take place from Mar. 17–30, 2015. Votes will be tabulated on Mar. 31. In the event of run-offs, voting will take place from Apr. 21–May 4, with votes tallied on May 5.