



Bill Analysis

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Legislative Service Commission

H.B. 160

124th General Assembly
(As Introduced)

Reps. Flannery, Allen, Oakar, Barrett, Distel, DePiero, D. Miller, Sferra, Woodard, Key, R. Miller, Fedor, Ford, Britton, Metelsky, Patton, Barnes, Jerse, Beatty, S. Smith, Krupinski, Strahorn, Carano, Otterman, Rhine, Latell, Sykes, Perry, Bocchieri

BILL SUMMARY

- Revises the state's school funding system, by making changes to both the property tax system and the education funding formula.
- Requires select committees to develop standards for furnishing opportunities to students and rules for calculating the cost of providing those opportunities for use in determining state aid to school districts beginning in FY2006.
- Provides for real property taxes levied by city, local, or exempted village school districts for current expenses to be reduced to a total of 20 mills.
- Imposes a moratorium on school district ballot issues for current expense levies until 2005.
- Eliminates the 10% and 2.5% real property tax rollbacks after tax year 2001.
- Requires property value "updates" every year after an appraisal rather than in the fourth year after an appraisal, thereby granting interested parties the right to contest the values each year, instead of only once every three years.
- Reduces the school funding formula charge-off to 20 mills.
- Eliminates the separate calculation of state and local shares for base-cost and "categorical" funding, and provides instead that the state's share of a district's funding is the amount remaining after deducting the 20-mill

charge-off from the sum of base-cost funding and funding for special education, vocational education, speech services, gifted education, DPIA, GRADS, and transportation.

- Requires the General Assembly to appropriate at least \$255 million each year to a new Common School Trust Fund, to be used to award grants to school districts to enhance the quality of education through such means as professional development, teacher recruitment, academic intervention, distance learning, parental involvement, and special, vocational, and gifted education.
- Provides that to be eligible for an enhancement grant a district must spend less than 130% of the statewide average per pupil amount for the items included in the new funding formula.
- Requires that \$5 million from the Common School Trust Fund be used each year to pay one-time stipends to districts that implement effective plans for management or academic improvement.
- Makes changes to a school district's local share requirement for participation in the Classroom Facilities Assistance Program.
- Modifies permissible improvements under the Emergency School Building Repair program and expands the number of school districts eligible for participation in such program.
- Requires the Superintendent of Public Instruction to establish an "academic performance improvement consultation team" for any school district in a state of academic emergency that has not shown academic improvement for five years.
- Directs the State Board of Education to develop statewide academic standards for each of grades kindergarten through twelve in reading, writing, math, science, and social studies by July 1, 2003, and to align model curricula and the proficiency tests with the standards.
- Requires the State Board to adopt academic standards in foreign languages, arts, and technology.



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CONTENT AND OPERATION

Reduction in school district real estate taxes

(R.C. 5705.17)

The bill provides for real property taxes levied by city, local, or exempted village school districts for current expenses to be reduced to a total of 20 mills in each district in tax year 2002. The reduction is to be accomplished by reducing the rate of each voted current expense or emergency levy in the district so that the rate resulting from the reduction bears the same ratio to the rate at which the tax is otherwise authorized to be levied as 20 mills per dollar of taxable value bears to the total of the rates of all the district's current expense and emergency levies (including both voted and inside millage). The bill refers to the taxes that are reduced in 2002 as "reducible taxes." (If a district has fewer than 20 mills of voted current expense or emergency levies in 2002, it has no reducible taxes.) After 2002, each reducible tax continues to be subject to the bill's reduction in any year in which the tax is levied. The county auditor is to compute the rates of the

reducible taxes each year, and the Tax Commissioner can issue instructions for the computation.

The rate reduction applies only to real property; no reduction is made to the rate at which a reducible tax is levied upon tangible personal property. For combination operating and capital improvement levies, only the part of the annual rate apportioned to current expenses is to be reduced. The board of education of each district is to incorporate the revenue decrease resulting from the rate reductions into its annual tax budget submitted to the county auditor, and a reducible tax cannot be levied on real property at any rate in excess of its reduced level.

Moratorium on school district ballot issues

(Section 5)

From the bill's effective date until December 31, 2005, the board of education of any city, local, or exempted village school district is prohibited from adopting a resolution to propose to the electors a new, replacement, or renewal property tax for current expenses that would apply to any tax year through 2005. After the moratorium expires, a board can adopt such a resolution, and the bill provides that the rate of tax proposed in the resolution applies uniformly to taxable real property and to taxable tangible personal property in the district.

Elimination of tax rollbacks

(R.C. 319.302, 323.152, and 5705.17)

Under current law, taxes on all real property are reduced by 10% each year, and taxes on owner-occupied residences are further reduced by an additional 2.5%. The reductions are commonly referred to as the 10 and 2.5 percent rollbacks. The state reimburses each local taxing district for revenue losses caused by the rollbacks.

The bill eliminates the rollbacks after tax year 2001 and provides for a further reduction on the taxes on each parcel when necessary to ensure that the combination of the rollback elimination and the tax rate reduction from reducible taxes does not cause an overall tax increase on any parcel. The Tax Commissioner is required to make payments to local governments to reimburse them for this further reduction. The Commissioner also is required to make payments to ensure that the administrative expenses of certain county officers that are tied to tax collections and rollback computations are not affected by the tax rate reduction or the elimination of the rollbacks and property tax exemption.

Annual real property assessments

(R.C. 5715.012, 5715.19, 5715.24, and 5715.33)

Current law requires all real property in each county to be appraised for tax purposes once every six years. In the fourth year after the appraisal, the Department of Taxation "updates" the taxable values--using a statistical sampling model and recent real estate sale price--to estimate changes in local real estate values occurring since the most recent appraisal. The purpose of the appraisal and update is to ensure that the tax lists reflect approximately current property values. The values are used to determine the real property taxes charged in the three years between the appraisal and update years.

The bill requires the update to occur every year between one appraisal and the next. Thus, for every six-year appraisal period, values would be updated five times, rather than only once. And, since taxable property values would be subject to change every year, property owners, local taxing districts, and other interested parties would have the right to contest the values each year, instead of only once every three years. (Values are contested before the county boards of revision.)

School funding formula revisions

(R.C. 3317.02(B), 3317.022, 3317.023, 3317.024, 3317.0212, 3317.0215, 3317.0216, 3317.161, and 3317.162)

Under the bill, the "principal education funding" program for each school district is divided between two tiers. Tier I consists of the traditional base-cost funding, which can be viewed as funding for primary expenses incurred by all school districts, such as teachers of basic curriculum courses, textbooks, janitorial and clerical services, administrative functions, and student support employees such as librarians and guidance counselors. The base cost funding amount for a school district under current law and the bill is the quotient arrived at by multiplying the statutory per pupil "formula amount" by the district's cost-of-doing-business formula by the greater of the district's formula ADM or three-year average formula ADM.¹ The per pupil base cost formula amount prescribed in the bill for fiscal years 2002 through 2005 are as follows:

¹ A cost-of-doing-business factor is established by statute for each county based on the cost of labor in the county and surrounding counties. It is periodically updated. Currently, as a result of Am. Sub. H.B. 94 of the 124th General Assembly, the variance between the highest cost county and lowest cost county is 7.5%. The bill was introduced after the General Assembly passed that act. (R.C. 3317.02(M) in current law and 3317.02(N) in the bill; see also Am. Sub. H.B. 94 of the 124th General Assembly (effective 06-06-01).) Under the law prior to adoption of that act, the variance was in the

FY2002: \$4,490;
FY2003: \$4,670;
FY2004: \$4,926; and
FY2005: \$5,197.²

Tier II, often called "categorical" or "add-on" funding, is money the state provides to address the special circumstances of a district or of some of its students. These additional categories include special education weighted costs, vocational education weighted costs, gifted education, disadvantaged pupil impact aid (DPIA), and transportation costs. The bill specifies that Tier II funding also includes grants for districts that operate Graduation, Reality, and Dual-Role Skills programs for pregnant and parenting students (GRADS programs).

The formulas for calculating the *total* amounts under Tier I and Tier II remain the same as under the current system. But the bill changes the calculation of state and local shares. Rather than determine the local share for base-cost funding and then determine individually the local shares for each add-on category, the total amount of a district's Tier I and Tier II funding is calculated for base-cost funding, special education funding, speech service funding, vocational education funding, gifted education funding, DPIA, GRADS, and transportation funding. From that sum is deducted the total local contribution, which is presumed to be 20 mills levied against the district's adjusted total taxable property valuation. In other words, all of the base cost and categorical costs are combined and, from that total, a *single* local share in the amount of 20 mills times the district's total taxable value is deducted.

In contrast, the current funding formula separates base cost and categorical aid. Under current law, a local share of *23-mills* times a district's "recognized valuation" (rather than total taxable value as under the bill) is subtracted from the

process of being phased-in to 18%. The bill contains updated figures for the cost-of-doing-business factors that would have been appropriate if the 18% phase-in were continued.

Formula ADM for each district is the number of full-time equivalent students in attendance on the first full week of each October.

² *Current law sets the formula amount as follows: for FY2002, \$4,814; for FY2003, \$4,949; for FY2004, \$5,088; and for FY2005, \$5,230.*

district's base cost amount.³ The percentage of the base cost amount left after subtracting the local share is generally paid by the state. That percentage is also called the district's "state share percentage." That percentage is subsequently multiplied by the special education and vocational education weighted amounts and the transportation amount calculated separately for the district. The rest of those amounts not covered by the state share percentage are to be paid by the school district. In the latest budget act, however, the Generally Assembly capped the combined amount of special education, vocational education, and transportation costs to be borne by a school district at an amount equal to 3 mills times the district's recognized valuation.⁴

To compensate districts for the bill's reduction in property taxes, the bill guarantees that in any fiscal year each district will receive no less than the sum of its FY 2002 state funding plus the amount by which its property tax revenues that year from reducible taxes are less than the amount generated by those levies in 2001, plus an adjustment for inflation. The inflation adjustment would equal the percentage increase in the Gross Domestic Product deflator since 2000 for all districts except the wealthiest 10%. For those districts, the inflation adjustment would be one percentage point for each year after 2000.

In conjunction with lowering the charge-off to 20 mills, the bill also repeals (1) the "charge-off supplement" subsidy for school districts that do not raise enough local operating revenue to cover the 23-mill share of education spending that the state attributes to them in the base-cost formula, and (2) the "power equalization" subsidy to school districts that have an effective tax rate for operations above 23 mills but have below-average property valuation per pupil. The power equalization subsidy has been repealed by law enacted since the bill was introduced.⁵

Intent of the General Assembly to enact a law to fund school districts based on the actual cost of services minus a 20-mill local share beginning in FY2006

(R.C. 3317.012(H))

The bill states that it is the intent of the General Assembly beginning with the biennium that begins on July 1, 2005, (FY2006 and thereafter) to fund each

³ "Recognized valuation" is the district's total taxable value adjusted to diminish the effect of year-to-year increases in valuation due to appraisal updates (see R.C. 3317.015, not in the bill).

⁴ See Am. Sub. H.B. 94 of the 124th General Assembly.

⁵ See Am. Sub. H.B. 94 of the 124th General Assembly (effective 06-06-01).

school district, minus a 20-mill local share, for the amount necessary for it to meet certain "opportunity standards" developed by a select committee of 33 persons. These opportunity standards are to be based on the amounts and types of educational services, personnel, supplies, equipment, and instructional materials determined to be needed by all school districts in order to provide the opportunity for all students to reach the academic standards established by the State Board of Education, as required by the bill (see "Statewide academic standards" below). The amount of each payment is to be calculated in accordance with the rules adopted by a 13-member committee of specified financial experts.

Statewide academic standards

(R.C. 3301.0719)

The bill directs the State Board of Education to develop statewide academic standards for each of grades kindergarten through twelve in reading, writing, math, science, and social studies by July 1, 2003. Each set of standards must describe the academic content and skills that students are expected to learn and display at a particular grade level. Once the State Board has developed any set of standards, it must inform school districts of the content of those standards. Upon completion of academic standards in the five core subject areas, the State Board must adopt similar standards for the teaching of foreign languages, arts, and technology in elementary, middle, and high schools.

Former law, repealed by Am. Sub. S.B. 1 of the 124th General Assembly, required the State Board to establish model competency-based education programs for each of grades pre-kindergarten through twelve in reading, composition, math, science, and citizenship. A key component of the programs was model curricula for instructing students in each subject area at every grade level. These curricula and other components of the model programs were designed to help school districts implement their own local competency-based education programs.⁶ Under the bill, the State Board is required to update all model curricula developed as part of the competency-based education programs to reflect the new academic standards. In addition, the bill requires the State Board to immediately begin aligning the content of the proficiency tests with the academic standards and revised model curricula.⁷

⁶ *Former R.C. 3301.0716.*

⁷ *Requirements for academic standards similar to those required in the bill appear to have been enacted since the bill was introduced.*

Am. Sub. S.B. 1 of the 124th General Assembly (effective 09-11-01) repealed all requirements for school districts to implement competency-based education programs

Educational opportunity standards committee

(R.C. 3317.012(A) to (C))

The bill requires that during the 30 days prior to July 1, 2003, the Superintendent of Public Instruction organize an "educational opportunity standards committee" which must compile a compendium of the amounts and types of educational services, personnel, supplies, equipment, and instructional materials all school districts need in order to provide the opportunity for all students to reach the academic standards established by the State Board of Education. The committee is required under the bill to hold its first meeting during the first week of July 2003 and to complete the compendium within six months of that meeting.

In developing the compendium, the committee must specify certain programs and services for delivery by the state that "cannot be efficiently delivered at the local level." Components of the compendium must include at least the following items:

- (1) Class size averages and limits for each grade level;
- (2) Curriculum opportunities at all grade levels, including foreign language in elementary school and advanced placement courses in high schools;

and for the State Board to develop model competency-based education programs. In place of the competency-based education programs, Am. Sub. S.B. 1 created a system of instruction and assessment around a core set of statewide academic standards and model curricula. It directed the State Board to adopt academic standards for grades kindergarten through twelve in reading, writing, math, science, and social studies. Academic standards for reading, writing, and math were adopted by the State Board in December 2001. Science and social studies standards are currently pending before the State Board and are expected to be adopted at its December 2002 meeting. The Department of Education is currently engaged in the process of informing school districts about the content of the new standards as required by the act. Standards for instruction in computer literacy for grades three through twelve and in fine arts and foreign languages for all grades must be developed upon the completion of the standards in the core subject areas.

Within 18 months after the completion of the academic standards in the five core subject areas, the State Board must adopt a model curriculum for those subjects at each grade level. The model curriculum must be aligned with the academic standards. Finally, Am. Sub. S.B. 1 established a timeline for phasing out the current proficiency tests and replacing them with new "achievement tests" aligned with the statewide academic standards and the model curriculum.

- (3) Textbook replacement cycles;
- (4) Required classroom equipment and materials, including computers, multi-media computer systems, televisions and video recording machines, and telephones;
- (5) Number of days of professional development for licensed personnel and support staff;
- (6) Ratios for teaching and administrative personnel to the numbers in the student population;
- (7) The provision of all-day, every day kindergarten;
- (8) The provision of preschool programming;
- (9) The provision of programming and services for students with special needs;
- (10) The provision of transportation to students; and
- (11) Routine maintenance of buildings.

The committee must consist of 33 members, as follows:

- (1) Two members of the House of Representatives, each from a different political party, appointed by the Speaker of the House of Representatives;
- (2) Two members of the Senate, each from a different political party, appointed by the President of the Senate;
- (3) One member of the Board of Regents, appointed by the Governor;
- (4) Three members of the State Board of Education, appointed by the president of the State Board;
- (5) Two parents of public school students, appointed by the Superintendent of Public Instruction;
- (6) One high school student, appointed by the Superintendent of Public Instruction; and
- (7) Twenty-two employees of the school districts that joined the plaintiffs in the school funding case *DeRolph v. State*, selected by those plaintiffs as follows:

- (a) Two superintendents of school districts;
- (b) Two elementary school principals;
- (c) Two high school principals;
- (d) One licensed school counselor;
- (e) One licensed art teacher;
- (f) One licensed music teacher;
- (g) One licensed physical education teacher;
- (h) One licensed school nurse;
- (i) One licensed curriculum specialist;
- (j) One technology coordinator;
- (k) One special education teacher;
- (l) One licensed gifted teacher or coordinator of gifted programs;
- (m) One member of a school support staff;
- (n) Three licensed or certificated high school classroom teachers; and
- (o) Three licensed or certificated elementary classroom teachers.

Upon completion of the compendium, the committee is required to provide a copy of it to the "cost calculation and efficiency committee" also established by the bill.

Cost calculation and efficiency committee

(R.C. 3317.012(D) to (E))

The bill provides that, in the 30 days prior to January 1, 2004, the Governor must establish a "cost calculation and efficiency committee." This committee is required to adopt rules under which school districts will calculate the cost of attaining the opportunity standards established in the compendium developed by the educational opportunity standards committee.⁸

⁸ *The bill does not specify in what manner the rules are to be adopted.*

The committee must include the following 13 members:

- (1) Three employees of the Department of Education involved with school finance, appointed by the Superintendent of Public Instruction;
- (2) Four persons with experience in business and finance, appointed by the Governor;
- (3) Four persons with experience in auditing school districts, appointed by the Auditor of State;
- (4) The Director of Budget and Management,⁹
- (5) The Legislative Budget Officer or a designee.

The committee is required to hold its first meeting during the first week of January 2004 and, within four months thereafter, to "complete the rules." The bill states that the rules shall assume the provision of the items specified in the compendium in "an efficient manner, as required by the [C]onstitution."

Use of the cost-calculation rules by school districts and the Department of Education

(R.C. 3317.012(F) to (G))

The bill requires the Superintendent of Public Instruction to electronically send a copy of the compendium of opportunities standards and the rules for calculating the cost of the items listed in the compendium within ten days of the Superintendent's receipt of the rules from the cost calculation and efficiency committee. Each school district must use the rules to determine the cost of each item listed in the compendium and return the information to the Department of Education within 120 days of the district's receipt of the rules.

The Department is required to consolidate all of the cost calculations of all the school districts and to utilize that "sum" in its budget request for the biennium beginning July 1, 2005.

⁹ *The Director of Budget and Management is to serve as chairperson of the committee.*

Enhancement Grants and other stipends

(R.C. 3317.30 and 3317.31)

The bill creates a third level of school district funding, consisting of grants from a newly created Common School Trust Fund. Under the bill, the General Assembly is required to appropriate at least \$255 million each year to the Fund.

Enhancement Grants

At least \$250 million from the Fund each year must be used for Enhancement Grants for individual school districts to help them improve their schools. School districts that spend less than 130% of the statewide average of per pupil Tier I and Tier II funding amounts may apply to the Department of Education for these grants.

The bill specifies that the purposes for which Enhancement Grants may be awarded include:

- (1) Professional development for teachers and administrators;
- (2) Teacher recruitment;
- (3) Specialized educational programs;
- (4) Academic intervention or remediation;
- (5) Programs for at-risk youths;
- (6) Special education needs;
- (7) Summer and after-school enrichment programs;
- (8) Vocational education;
- (9) Programs for gifted students;
- (10) Preschool programs;
- (11) Distance learning and technology; and
- (12) Parental involvement initiatives.

Under the bill, the Department of Education must establish for each eligible district an estimated per pupil amount of money that may be available to that district as a grant for the ensuing fiscal year from \$200 million of the amount in

the Fund. The estimated amount for each district must be based on criteria that the Department is required to establish for determining the relative property and income wealth of the district compared to other eligible districts. The Department is to notify each eligible school district of the per pupil grant amount estimated for that district.

To apply for a grant, a school district must submit a proposal explaining how the district intends to use any money it receives and how the money will enrich the quality of education offered in the district. The district also must indicate the accountability measures that will demonstrate improvement in the target areas. In addition, districts must indicate a willingness to implement a significant percentage of the applicable 51 Best Practices recommended by the Auditor of State as conducive to sound district management and high academic achievement. Other criteria for selecting grant recipients include the degree to which the proposed use of funds serves a legitimate educational purpose, and the appropriateness of the accountability standards proposed by the district for measuring improvement.

The Department, in consultation with the Legislative Committee on Education Oversight, is to award grants for a period of one to five years, based on the amount of time required to adequately assess the outcome of the purposes for which the grant is made. When awarding the grant, the Department must indicate the accountability measures it will rely upon to evaluate the district's improvement. A grant can be renewed if the Department determines the district has demonstrated reasonable improvement.

In consultation with the Legislative Committee on Education Oversight, the Department may increase the amount of a grant for any eligible school district during a fiscal year utilizing an additional \$50 million dollars of the amount required to be appropriated into the Common School Trust Fund. Grants must be increased if the district demonstrates that significant educational benefits could accrue from the additional grant amount.

Stipends

(R.C. 3317.32)

Five million dollars from the Common School Trust Fund must be used for one-time stipends as rewards to school districts that (1) develop innovative strategies for improving district operations or raising student academic achievement, or (2) significantly improve their showing on the school district performance standards. The Department of Education, in consultation with the Legislative Committee on Education Oversight, must select the districts to receive the stipends and determine the amounts of the awards. Preference in awarding the

stipends must be given to districts that implement techniques that may be applied in other districts around the state. A district that receives a stipend may reapply for another stipend in any subsequent year.

Modifications to the Classroom Facilities Law

The Classroom Facilities Law, codified in R.C. Chapter 3318., provides the mechanisms for a school district to obtain improved classroom facilities with state assistance. The Classroom Facilities Law is actually a collection of several programs administered by the Ohio School Facilities Commission (OSFC). The largest program is the Classroom Facilities Assistance Program (CFAP), a graduated, cost sharing program where the state and school district share in the cost of classroom facilities improvement projects. How much the state pays and how much the school district pays is based on the relative wealth of the district. Under this program, the poorest districts are served first and receive a greater amount of state assistance than the wealthier districts will receive when it is their turn to be served.

Changes to the amount of a school district's local share

(R.C. 3318.032 and 3318.034)

To calculate a district's local share of a classroom facilities project, current law provides that the district's share is the greater of either (1) an amount that increases the net bonded indebtedness of the school district to within \$5,000 of its required level of indebtedness or (2) the required percentage of the basic project cost, which equals one percent times the percentile in which the district is ranked. However, no district is required to pay more than 95% of the cost of the project. The bill modifies the maximum amount a school district must contribute to a classroom facilities project by specifying that in no case may a district's local share be greater than the *lesser* of either 95% of the total basic project cost or 9% of the school district's tax valuation, as defined in the Public Securities Law (R.C. 3318.032).¹⁰

Another change the bill makes to a district's local share requirement for participation in CFAP applies only to school districts that spend less than 130% of the statewide average of the per pupil amount under Tiers I and II of the bill's new school funding formula (see "School funding formula revisions" above). When such a school district becomes eligible for CFAP, the bill provides that the district may apply the cost of any qualified repairs that the board has made to existing classroom facilities toward the district's local share of the project. Repairs that

¹⁰ R.C. 133.01, not in the bill.

qualify toward a district's local share requirement include only those that have completely improved or replaced an existing classroom facility within OSFC specifications, as determined by OSFC. If a district is found to have made qualified repairs, then the district may deduct an amount equal to the district's cost of making such repairs from the district's local share amount (R.C. 3318.034).

Changes to the Emergency School Building Repair Program

(R.C. 3318.35)

The final School Facilities Law change that the bill makes is to expand the Emergency School Building Repair program. Current law provides that OSFC may award funds to the 292 lowest-wealth school districts to make repairs to life safety systems in school buildings under the program. The bill adds a provision that permits the OSFC to award funds for such repairs to districts in the 70 lowest-wealth percentiles (roughly 420 school districts) that need to repair a building that is at least 50 years old. Currently, permissible forms of life safety systems which may be repaired under the program include heating systems, floors, roofs, fire alarms and sewage systems. The bill specifies that districts may also repair electrical systems.

The bill also requires OSFC to give priority for emergency assistance to districts that have relatively lower adjusted valuations per pupil compared to other districts that apply for assistance, and to districts that propose making repairs to buildings that are relatively older than those for which other districts propose repairs. In addition, the bill specifies that OSFC must set aside at least 5% of its annual capital appropriations for the program.¹¹

Performance improvement teams

(R.C. 3302.09 and 3302.10)

The bill requires the Superintendent of Public Instruction to establish an "academic performance improvement consultation team" for each school district that is declared to be in a state of academic emergency and has not shown improvement in the last five years. The team must consist of teachers and administrators chosen by the Superintendent from comparable school districts that have demonstrated satisfactory academic performance or improvement, and at least one staff person from the Ohio School Facilities Commission. The team is required to review the academic programs, facilities, staff qualifications, and educational practices of the school district. If the Auditor of State has conducted a performance audit of the district, the team also must review the audit report. The

¹¹ No moneys are currently appropriated for the program.

team's other duties are to develop a new continuous improvement plan for the district and to recommend other means to achieve academic improvement. The team must report on its findings and recommendations to the parents of students enrolled in the district.

The Superintendent of Public Instruction is to select the chairperson of each team. The Department of Education must pay the actual and reasonable expenses incurred by a team and its members in the conduct of its business. Teams are appointed for unspecified periods of time, but cease to exist upon completion of their duties.

HISTORY

ACTION	DATE	JOURNAL ENTRY
Introduced	03-14-01	p. 236

H0160-I.124/jc