



# Ohio Legislative Service Commission

## Bill Analysis

Holly Cantrell Gilman

### **S.B. 229**

130th General Assembly  
(As Introduced)

**Sens.** Gardner, Manning, Lehner, Hite

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## **BILL SUMMARY**

- Requires that student academic growth account for 35% of each teacher's performance evaluation, rather than 50% as is required by current law, but permits a school district or school to attribute an additional percentage, up to 15%, of each evaluation to student academic growth.
- Permits a school district or school to evaluate a teacher with any type of professional educator license who received a rating of "accomplished" on the teacher's most recent evaluation once every three years.
- Permits a school district or school to evaluate a teacher with any type of professional educator license who received a rating of "skilled" on the teacher's most recent evaluation once every two years.
- Permits a school district or school to require a teacher with any type of professional educator license who received a rating of "ineffective" on the teacher's most recent evaluation to prepare and implement an improvement plan.

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## **CONTENT AND OPERATION**

### **Teacher evaluations**

#### **Student academic growth factor**

Under continuing law, all school districts and educational service centers, and all community schools and STEM schools that receive federal Race to the Top grant funds, must adopt a standards-based teacher evaluation system that conforms to a framework

developed by the State Board of Education.<sup>1</sup> The evaluation system must provide for multiple evaluation factors. Under current law, one of those factors must be student academic growth, and it must make up 50% of each evaluation. The bill provides, instead, that the student academic growth factor must account for 35% of each evaluation. In addition, the bill permits a school district or school to attribute an additional percentage to that factor, not to exceed 15% of each evaluation.<sup>2</sup>

### **Timing of evaluations**

The bill modifies the current requirement that all teachers who spend at least 50% of the time employed providing student instruction must be evaluated at least once every school year, by permitting certain high-performing teachers to be evaluated on a less frequent basis. Specifically, the bill permits a school district board of education or governing authority of a school to evaluate only once every three years any teacher who holds a professional educator license, a senior professional educator license, a lead professional educator license, or a professional or permanent teacher's certificate issued under former law and who received a rating of "accomplished" on the teacher's most recent evaluation.<sup>3</sup> Current law permits a board or governing authority, by adoption of a resolution, to evaluate once every two years *any* teacher who received a rating of "accomplished" on the most recent evaluation.

The bill also permits a board or governing authority to evaluate once every two years any teacher who holds a professional, senior professional, or lead professional educator license, or a professional or permanent certificate and who received a rating of "skilled" on the teacher's most recent evaluation.<sup>4</sup>

Under the bill, all other teachers, including any teacher who holds a resident educator license regardless of performance rating, and any teacher who received a rating of "developing" or "ineffective" must still be evaluated on at least an annual basis. However, the bill clarifies that a board or governing authority may elect, by adoption of a resolution, to evaluate its teachers on a more frequent basis.<sup>5</sup>

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<sup>1</sup> R.C. 3319.111, 3314.03(A)(11)(i), and 3326.111, latter two sections not in the bill.

<sup>2</sup> R.C. 3319.112(A)(1).

<sup>3</sup> R.C. 3319.111(C)(2)(a). See also R.C. 3319.22, not in the bill.

<sup>4</sup> R.C. 3319.111(C)(2)(b).

<sup>5</sup> R.C. 3319.111(C)(4).



Under continuing law, evaluation of teachers must be completed by May 1 of the applicable school year, and the teacher must receive a written report of the results of the evaluation by May 10 of that school year.<sup>6</sup>

### **Improvement plan**

Under the bill, a board or governing authority may require a teacher who holds a professional educator license, a lead professional license, a senior professional educator license, or a professional or permanent teacher's certificate issued under former law and who received a rating of "ineffective" on the teacher's most recent evaluation to prepare and implement an improvement plan for use during the next school year.<sup>7</sup>

### **Background; teacher evaluation framework**

Under continuing law, the State Board of Education must establish a teacher evaluation framework that:

- (1) Provides for multiple evaluation factors;
- (2) Is aligned with the Educator Standards Board's standards for teachers, as adopted by the State Board;
- (3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator for a minimum of 30 minutes each time and classroom walkthroughs;
- (4) Requires each teacher to be given a written report of the evaluation results;
- (5) Implements a classroom-level, value-added data program developed by a nonprofit organization led by the Ohio business community;
- (6) Provides for professional development to accelerate and continue teacher growth and to support poorly performing teachers; and
- (7) Allocates financial resources to support the professional development.<sup>8</sup>

The framework must also enable teachers to be rated as "accomplished," "skilled," "developing," or "ineffective." The State Board is tasked with developing standards and criteria that distinguish between the four levels of performance in

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<sup>6</sup> R.C. 3319.111(C)(2)(c).

<sup>7</sup> R.C. 3319.111(C)(3).

<sup>8</sup> R.C. 3319.112.

consultation with experts, public school teachers and principals, and stakeholder groups.<sup>9</sup>

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## HISTORY

ACTION	DATE
Introduced	11-06-13

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<sup>9</sup> R.C. 3319.112.

