



Ohio Legislative Service Commission

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Fiscal Note & Local Impact Statement

Bill: Sub. S.B. 229 of the 130th G.A. **Date:** December 4, 2013
Status: As Reported by Senate Education **Sponsor:** Sen. Gardner

Local Impact Statement Procedure Required: No

Contents: Teacher performance evaluations

State Fiscal Highlights

- No direct fiscal effect on the state.

Local Fiscal Highlights

- Schools may experience administrative savings due to a possible reduction in the number of teacher evaluations.

Detailed Fiscal Analysis

The bill modifies the teacher evaluation system that must be used by school districts, educational service centers, and certain community and STEM schools.¹ The bill permits any teacher who has received a rating of "accomplished" or "skilled" on the teacher's most recent evaluation to be evaluated less frequently than under current law. Specifically, teachers who have received an "accomplished" rating are permitted to be evaluated once every three years instead of once every two years and teachers who have received a "skilled" rating are permitted to be evaluated once every two years instead of once every year. However, the bill does require at least one teacher observation as well as one conference with the teacher during years that a "skilled" or "accomplished" teacher is not formally evaluated.

As a result of the bill, schools may experience potential administrative savings, depending on the number of teachers who have received "accomplished" or "skilled" ratings on their most recent evaluation. School administrators, principals, and school-designated evaluators determine teacher evaluation ratings from teacher-submitted professional growth plans, two half-hour classroom observations, informal observations, as well as student academic growth ratings. Possible savings from a

¹ Community and STEM schools that receive federal Race to the Top grant funds must use the teacher evaluation system.

reduction in teacher evaluations will be realized by a reduction in time spent on evaluations, as well as a reduction in the administrative costs to process evaluations.

The bill also changes the effect of student academic growth on teacher evaluations, lowering the amount from 50% to 35%. The bill gives districts and schools flexibility to determine what factors make up the remaining 15% of the evaluation. These factors may include student academic growth, as under current law, formal observations and review, student surveys, and any other factors the district or school determines are necessary and appropriate. This provision will not have a direct fiscal effect on schools.