



Ohio Legislative Service Commission

Sub. Bill Comparative Synopsis

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(H. Education)

This table summarizes how the latest substitute version of the bill differs from the immediately preceding version. It addresses only the topics on which the two versions differ substantively. It does not list topics on which the two bills are substantively the same.

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 1773-4)
Teacher evaluations - components	<p>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. (R.C.3319.112(A)(1)(a).)</p>	<p>Reverts to current law requiring that student academic growth account for 50% of each evaluation, except as provided for in either:</p> <p>(1) A table prescribing teacher ratings based student growth and teacher performance measures (formal observations) (see "Appendix A").</p> <p>(2) An alternative framework including student surveys, under which student academic growth accounts for 40% of each evaluation. (R.C. 3319.112(A)(1)(a), 3319.113(B)(1), and 3319.114(B).)</p>
	<p>Prescribes that the remaining percentage of each evaluation not attributed to student</p>	<p>Requires that, unless the alternative framework including student surveys is used (see below),</p>

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	<p>academic growth may include a combination of formal observations, student surveys, and any other factors a school district board determines necessary and appropriate. (R.C. 3319.112(A)(1)(b).)</p>	<p>the remaining percentage of each evaluation account for the teacher performance measure, which may include the same combination of factors excluding student surveys. (R.C. 3319.112(A)(1)(b).)</p>
	<p>No provision.</p>	<p>Requires that if an evaluator assigns different scores on the observations and reviews component of the teacher performance measure, the average of the scores must be used. (R.C. 3319.113(A)(3).)</p>
	<p>No provision.</p>	<p>Requires that if a score assigned for the teacher performance measure is not equal to a whole number, that score must be rounded to the nearest whole number. (R.C. 3319.113(A)(3).)</p>
	<p>Permits student surveys to account for, in combination with other factors, the remaining 50% or 65% of each evaluation, depending on the applicable percentage attributed to the student academic growth measure. (R.C. 3319.112(A)(1)(b).)</p>	<p>Beginning with the 2015-2016 school year, permits student surveys for grades 4-12 to be used as a separate measure (independent of the student academic growth and teacher performance measures) and account for 20% of each evaluation, if the district or school receives approval from the Superintendent of Public Instruction. (R.C. 3319.114(A) and (B).)</p>
	<p>No provision.</p>	<p>Requires that if a district or school chooses to include student surveys, the district or school must:</p>
		<p>(1) Use a student survey instrument approved by the Department. (2) Calculate teacher evaluation ratings</p>

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	No provision.	<p>according to the alternative framework developed by the State Board (see below). (R.C. 3319.114(A).)</p> <p>Not later than March 31, 2015, requires the Department to approve at least two student survey instruments that are empirically tested and validated. (R.C. 3319.114(C).)</p>
Teacher evaluations - scores for student academic growth and teacher performance measures	No provision.	<p>Requires the Department to determine and designate all of the following:</p> <ul style="list-style-type: none"> (1) 5 ranges of scores for the student academic growth measure, with ranges demonstrating the following levels of growth for students: (a) most effective, (b) above average, (c) average, (d) below average, and (e) least effective. (2) 5 ranges of scores for the alternative student academic progress measures that reflect the same levels of growth as above. (3) 4 scores ranging from 1 to 4, with 1 being the lowest and 4 being the highest, for the teacher performance level. (R.C. 3319.113(A).)
Teacher evaluations - ratings	No provision.	<p>Adds the new performance level rating of "effective" for educator evaluations between the existing ratings of "skilled" and "developing," thus creating five educator performance levels. (R.C. 3319.112(B)(1).)</p>



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Teacher evaluations - alternative framework	Requires that each teacher be assigned a rating according to specific standards and criteria developed by the State Board, which distinguish between the following levels of performance: (1) accomplished, (2) skilled, (3) developing, and (4) ineffective. (R.C. 3319.112(A)(4) and (B)(1).)	Requires that each teacher be assigned a rating according to either: (1) The table prescribing teacher ratings, which does not include student surveys (see "Appendix A"); or (2) The alternative framework developed by the State Board, which includes student surveys (see below). (R.C. 3319.112(A)(4), 3319.113(B)(1), and 3319.114(B).)
Teacher evaluations - procedures	No provision.	Requires the State Board to develop an alternative framework for teacher evaluations that includes the following components and weights given to each component: (1) 40% for the student academic growth measure. (2) 40% for the teacher performance measure. (3) 20% for student surveys. (R.C. 3319.114(B).)
Teacher evaluations - frequency	Permits a school district or school to evaluate any teacher who received a rating of "accomplished" on the teacher's most recent evaluation once every three years. (R.C. 3319.111(C)(1)(a).)	Reverts to current law allowing a district or school to evaluate a teacher rated "accomplished" once every two years. But, subjects that provision to the additional condition described below. (R.C. 3319.111(C)(1)(a).)
	Permits a school district or school to evaluate any teacher who received a rating of "skilled" on	Same, but changes the date on which the provision becomes operable from July 1, 2014, to



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	<p>the teacher's most recent evaluation once every two years. (R.C. 3319.111(C)(1)(b).)</p> <p>No provision.</p>	<p>July 1, 2015, and subjects the provision to the additional condition described below. (R.C. 3319.111(C)(1)(b).)</p> <p>Additional condition. Requires that, in order for a teacher who received a rating of "accomplished" or "skilled" to be evaluated less frequently than once each year, the teacher's student academic growth measure must be rated "average" or higher. (R.C. 3319.111(C)(1)(a) and (b).)</p>
	<p>Requires the following for any year a teacher is not formally evaluated, as a result of receiving a "skilled" or "accomplished" rating on that teacher's most recent evaluation:</p> <ul style="list-style-type: none"> (1) The teacher must still receive an observation and a conference. (2) The board may require student surveys, teacher self-evaluations, or other necessary methods of review. (R.C. 3319.111(C)(3).) 	<p>Same, but removes the second provision. (R.C. 3319.111(C)(3).)</p>
<p>Teacher evaluations - exemptions</p>	<p>No provision.</p>	<p>Beginning on July 1, 2014, allows a district or school to choose not to evaluate either of the following:</p> <ul style="list-style-type: none"> (1) A teacher who was on leave from the school district for 70% or more of the school year. (R.C. 3319.111(C)(2)(d)(i).) (2) A teacher who has submitted notice of retirement and that notice has been accepted not later than December 1 of



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Teacher improvement plans	Permits a school district or school to require any teacher who received a rating of "ineffective" on the teacher's most recent evaluation to prepare and implement an improvement plan. (R.C. 3319.111(C)(4).)	the school year in which the evaluation is otherwise scheduled to be conducted. (R.C. 3319.111(C)(2)(d)(ii).) Requires a school district or school to require any teacher who received a rating of "effective," "developing," or "ineffective" to on the most recent evaluation prepare and implement an improvement plan. (R.C. 3319.111(C)(4).)
Poorly performing teachers	No provision. No provision. No provision.	Beginning July 1, 2015, prohibits a school district from assigning students to a teacher who has been rated "ineffective" for two consecutive school years. (R.C. 3319.117(A).) Prohibits the assignment of a student teacher to a teacher who was rated "developing" or "ineffective" for the previous school year. (R.C. 3319.117(B).) Provides that a teacher who has at least 10 years of teaching experience and receives a designation of either least effective or below average growth on the student academic growth portion of an educator evaluation may be rated "developing" only once. If the teacher receives either of the above designations on any subsequent evaluation, that teacher must be rated "ineffective" regardless of the teacher performance score received. (R.C. 3319.117(C).)
	No provision.	Requires that the results of teacher's evaluation remain attributed to that teacher even if the



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Student academic growth measures	No provision.	teacher transfers to a different school within the same district or changes district of employment. (R.C. 3319.117(D).) Not later than July 1, 2016, requires the Department to develop a standardized framework for assessing student academic growth for grade levels and subjects for which the value-added progress dimension does not apply. (R.C. 3319.112(A)(6).)
Educator evaluator training programs	No provision.	Beginning on July 1, 2016, requires each school district board of education to administer an assessment to students in each of grades K-12 to determine a teacher's student academic growth in English language arts, mathematics, social studies, and science. Assessments must be selected by the Department of Education and based on value-added progress dimension or Department-approved assessment measures based on vendor-developed student growth measures. Assessments may include diagnostic assessments and achievement assessments already required under law. (R.C. 3319.116.) Beginning July 1, 2015, requires any individual seeking an evaluator credential from the Department to provide documentation verifying completion of one of the following: <ul style="list-style-type: none"> (1) The training provided through educator preparation programs (see below). (2) The alternative training program offered by the Department, if the individual does not hold an evaluator credential.



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	No provision.	<p>(3) The online training provided by the Department, if the individual currently holds an evaluator credential. (R.C. 3319.111(D) and 3319.115(A).)</p> <p>Requires each individual who holds an evaluator credential to complete the online training provided by the Department:</p> <p>(1) Not later than 6 months after the effective date of the provision, if the credential was issued prior to that date.</p> <p>(2) Not later than 24 months after the effective date of the provision, if the credential was issued on or after that date. (R.C. 3319.115(B)(1) and (2).)</p>
	No provision.	<p>Requires all individuals who hold an evaluator credential to complete the online training at least once every 24 months. (R.C. 3379.115(B).)</p>
	No provision.	<p>Requires the Department to both:</p> <p>(1) Offer an in-person alternative training course for teacher evaluations that is available to individuals who have not completed the training program through an educator preparation program and do not currently hold an evaluator credential.</p> <p>(2) Not later than December 31, 2014, develop and provide an online training course on teacher evaluations for any individual who has been issued an</p>



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	No provision.	<p>evaluator credential. (R.C. 3319.115(C) and (D).)</p> <p>On and after July 1, 2015, requires educator preparation programs to ensure that individuals seeking licensure as a superintendent, assistant superintendent, principal, vocational director, administrative specialist, or supervisor in specified educational areas are provided with training on teacher evaluations. (R.C. 3333.048(A)(1)(b).)</p> <p>Beginning with the 2015-2016 school year, requires the Department to annually audit and assess each evaluator training program and to, at least once every three years, take the necessary actions to ensure that the training is consistent and accurate across the state. (R.C. 3319.115(E).)</p>
Educator licensure requirements	No provision.	<p>Beginning July 1, 2015, requires any applicant for an educator license designated for a superintendent, assistant superintendent, principal, vocational director, administrative specialist, or supervisor in specified educational areas to provide documentation to the State Board verifying completion of one of the evaluator training programs (see above). (R.C. 3319.22(B)(5).)</p> <p>Prohibits the State Board from granting an educator license designated for these specified</p>



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Principal and assistant principal evaluations	No provision.	areas without proper documentation of the required evaluator training. (R.C. 3319.22(B)(5).) Requires the State Board to develop a framework for the evaluation of principals and assistant principals that is comparable to the teacher evaluation framework. (R.C. 3319.112(F).)
Assessments	No provision.	Requires each district board of education to conform its procedures for the evaluation of principals and assistant principals to the State Board's framework. (R.C. 3319.02(D)(1).) Requires all diagnostic assessments adopted by the State Board of Education to be based either on the value-added progress dimension or assessments of student growth measures developed by a vendor and that are on a list of assessments approved by the Department of Education. (R.C. 3301.079(D).)
	No provision.	Specifies that the reading diagnostic assessments used to determine a student's reading level, for the third-grade reading guarantee, be based either on the value-added progress dimension or assessments of student growth measures developed by a vendor and that are on a list of assessments approved by the Department. (R.C. 3313.608(B)(1).) Requires that when the value-added progress dimension or alternative adopted by the



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Department of Education duties	No provision.	<p>Department is used in assessing student academic growth on a teacher evaluation, up to three years of data, as available, be used. (R.C. 3319.111(B) and 3319.112(A)(1)(a).)</p> <p>Requires the Department of Education to do all of the following:</p> <ol style="list-style-type: none"> (1) Not later than December 31, 2016, and annually on that date thereafter, report to the General Assembly, Governor, and State Board on the results of the teacher evaluation system, including ratings and results data and analysis of that data. (R.C. 3301.132(A).) (2) Not later than July 1, 2014, and annually on that date thereafter, request recommendations from school districts and schools regarding possible improvements to the teacher evaluation framework. This information must be included in the annual report in (1) above. (R.C. 3301.132(B).) (3) Not later than July 1, 2014, implement a data collection and monitoring system to measure and monitor the implementation and functionality of the teacher and principal evaluation systems. Requires the Department to use the data from the system to evaluate effectiveness of the evaluation systems and to identify areas of improvement. The system also must include the collection of data to determine the consistency of evaluations across



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Collective bargaining and safe harbor provision	No provision.	<p>(4) Determine which components of the Resident Educator Performance-Based assessments (required for resident teacher license holders) may be used as part of the educator evaluations. (R. C. 3301.132(D).)</p>
	No provision.	<p>Exempts from collective bargaining all amendments made by the bill to Revised Code provisions regarding educator evaluations. (R.C. 3319.111 (H), 3319.112(G), 3319.113(C), 3319.114(D), 3319.115(F), 3319.117(E).)</p> <p>Permits a school district, community school, or STEM school to enter into a memorandum of understanding with its teachers' union that stipulates that the value-added progress dimension rating issued for the 2014-2015 school year will not be used when making decisions regarding teacher dismissal, retention, tenure, or compensation. (Section 3.)</p>



Appendix A

Teacher evaluation ratings table				
Student academic growth measure	Teacher performance measure			
	4	3	2	1
Most effective	Accomplished	Accomplished	Effective	Effective
Above average	Accomplished	Skilled	Effective	Developing
Average	Skilled	Skilled	Developing	Developing
Below average	Effective	Developing	Developing	Ineffective
Least effective	Developing	Developing	Ineffective	Ineffective

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