EVALUATION OF CERTIFICATED STAFF
(Ohio Teachers Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education.

Notwithstanding Ohio Revised Code Section 3319.09, this policy applies to any person employed under a teacher license issued under Ohio Revised Code chapter 3319, or under a professional or permanent teacher’s certificate issued under former Section 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers.

Credentialed evaluators
Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education. Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed district evaluators chosen from the Ohio Department of Education’s list.

Effectiveness Rating
Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

Annually, the Board submits to the Ohio Department of Education, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation
Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The 50% teacher performance measure is based on the Ohio Standards for the Teaching Profession. The Superintendent/designee facilitates the selection/development of evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools in accordance with the negotiated agreement.

Student Growth Calculation
For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic process measure if adopted under ORC 3302.03(C)(1)(e); (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data or an alternative student academic
progress measure if adopted under ORC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher’s schedule of courses or subjects for which the value added progress dimension is applicable.

If a teacher’s schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value added progress dimension.

Student exemptions will be in accordance with State law regarding the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

Professional Growth and Improvement Plans
Teachers with a final summative rating of Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluators.

Evaluation Timeline
District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walkthroughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teacher’s most recent evaluations carried out under this policy every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year.
The timelines and procedures for evaluations for OTES-evaluated teachers shall be as set forth in Ohio Revised Code Sections 3319.111 and 3319.112. The timelines and procedures for OSCES-evaluated school counselors shall be as set forth in ORC Section 3319.113. The timelines and procedures for evaluations for non-instructional bargaining unit members shall be set by the District joint evaluation committee.

Testing for Least Effective Teachers in Core Subjects
Teachers of core subject areas, as defined by State law, who have received a rating of Least Effective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by the Ohio Department of Education. No teacher shall be responsible for the cost of taking an examination under this section.

Retention and Promotion
The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by district administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers
The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly-performing teachers based on evaluation results in accordance with the negotiated agreement and State law.

Professional Development
The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education evaluation framework.

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LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05
File: AFC-1 (Also GCN-1)

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers’ Negotiated Agreement