

STANDARDS-BASED TEACHER EVALUATION

The Youngstown City School District (“District”) is adopting a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law.

The District is currently in academic distress subject to Ohio Revised Code Section 3302.10. The Chief Executive Officer (“CEO”) is responsible for exercising managerial and instructional control of the District. The responsibilities of the CEO include, but are not limited to, creating a plan to improve the District’s academic performance, modifying policies and procedures, conducting evaluations, and selecting instructional materials and assessments. Consistent with the turnaround plan for the District, the CEO adopts the Ohio Teacher Evaluation System (“OTES”) model as approved by the State Board of Education.

The District believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Youngstown Education Association and in all extensions and renewals thereof. While there is an Academic Distress Commission (as there is now), however, the District resumes holding all of its management rights as if they were not relinquished in the collective bargaining agreement. These management rights restored to the District include, but are not limited to, the right to evaluate employees and determine the adequacy of the work force. The CEO may also limit, suspend, or alter any provision of a collective bargaining agreement entered into, modified, renewed, or extended on or after October 15, 2015. This policy has been developed in consultation with teachers employed by the District. The CEO may modify this policy at any time consistent with the rights and responsibilities set forth in Ohio Revised Code Section 3302.10.

The CEO or the CEO’s designee will establish and maintain an ongoing Evaluation Policy Committee, with continuing participation by District teachers represented by the Youngstown Education Association, and for the purpose of recommending necessary changes to the CEO for the appropriate revision of this policy.

Definitions

“**OTES**” – stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

“**Teacher**” – For purposes of this policy, “teacher” means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:

- a. A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
- b. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or

- c. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or
- d. A permit issued under ORC Section 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy.

The Superintendent, Treasurer, and any “other administrator” as defined by ORC Section 3319.02 are not subject to evaluation under this policy

“Credentialed Evaluator” – For purposes of this policy, each teacher subject to evaluation will be evaluated by the CEO or by a person who:

- a. Meets the eligibility requirements under ORC Section 3319.111(D); and
- b. Holds a credential established by the Ohio Department of Education for teacher evaluation; and
- c. Has completed state-sponsored evaluation training and has passed an online credentialing assessment;

“Core Subject Area” – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

"eTPES" – stands for the Electronic Teacher and Principal Evaluation System (eTPES) which is used by the District to report evaluation data to ODE.

"Evaluation Cycle" – is the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures resulting from assessments that were administered in the previous school year are combined with the teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign a summative evaluation rating.

"Evaluation Factors" – refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. The two factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).

"Evaluation Framework" – means the document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.

"Evaluation Instruments" – refers to the forms used by the teacher’s evaluator. Those forms are developed by ODE.

"Evaluation Procedure" – the procedural requirements set forth in this policy to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.

"Evaluation Rating" – means the final summative evaluation level that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy. Each completed evaluation will result in the assignment of one of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

"Student Growth" – means a unit of academic growth projected for a student over specified period of time, which may be derived from value-added data employed by the State of Ohio, vendor assessment data, or local measures developed and approved by the Student Growth Measure Committee. .

"Shared Attribution Measures" – encompasses student growth measures that can be attributed to a group as determined in consultation with the Student Growth Measures Committee.

"Value-Added" – refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the district and school level based on each student's scores on state issued standardized assessments.

"Vendor Assessment" – student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

"Remediation Plan" – refers to a written plan which shall be collaboratively put into place with the teacher and the assigned credentialed evaluator, or the CEO/designee, in order to directly address any deficiencies cited in the evidence that is gathered during walkthroughs and formal observations. The Remediation Form will be utilized for this purpose. The Board has the authority to place a teacher on a remediation plan at any time based on deficiencies in any individual component of the evaluation system.

"Teacher Performance" – is the assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based information gathered by the credentialed evaluator during direct observations of a teacher's practice (including materials and other instructional artifacts) and informal walkthroughs. Outside sources of evidence may also be considered. Teacher performance results are reported as a teacher performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

Teacher-Student Data Linkage (TSDL) – refers to the process of connecting the teacher(s) of record [based upon above definition] to a student and/or defined group of students’ achievement scores for the purpose of attributing student growth to that teacher.

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;
- b. Skilled;
- c. Developing; or
- d. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The District will utilize eTPES for reporting evaluation results in compliance with the Standards Based Teacher Evaluation process. The CEO or the CEO’s designee shall annually cause to be filed a report to the Department of Education the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty-percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by the CEO and/or by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- a. Understanding student learning and development and respecting the diversity of the students they teach;
- b. Understanding the content area for which they have instructional responsibility;

- c. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- d. Planning and delivering effective instruction that advances individual student learning;
- e. Creating learning environments that promote high levels of learning and student achievement;
- f. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and
- g. Assuming responsibility for professional growth, performance and involvement.

Formal Observation and Classroom Walkthrough Sequence

Schedule of Evaluation

All instructors who meet the definition of “teacher” under R.C. 3319.111 and this policy shall be evaluated every school year based on at least two formal observations of at least thirty (30) minutes each and periodic classroom walkthroughs each school year.

Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance in these areas, the District shall utilize the measures set forth by the Ohio Department of Education’s OTES “Teacher Performance Evaluation Rubric” for instructional planning, instruction and assessment, and professionalism.

Formal Observation Procedure

A minimum of two (2) formal observations shall be conducted. A formal observation shall last a minimum of thirty (30) continuous minutes.

Formal observations shall be preceded by a pre-conference and proceeded by a post-conference between the evaluator and the teacher. In the discretion of the CEO, the CEO or the CEO’s designee may also conduct a follow up conference with the teacher.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is a formative assessment process that focuses on at least one of the following components and results in brief written/electronic notes or a summary:

1. evidence of planning;
2. lesson delivery;
3. differentiation;
4. resources;
5. classroom environment;
6. student engagement;
7. assessment; or
8. or any other component of the standards and rubrics approved for teacher evaluation.

Assessment of Student Growth

In determining student growth measures, the District adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty-five (45) or more unexcused absences for the school year will not be included in the determination of student academic growth.

In general, the District will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

- A1:** Teachers instructing in value-added subjects exclusively;
- A2:** Teachers instructing in value-added courses, but not exclusively;
- B:** Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available;
- B2:** Teachers instructing in areas with Ohio Department of Education approved vendor assessments, but not exclusively; or
- C:** Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

Category A1 teachers' (i.e., those who teach only subjects measure by value-added calculations) evaluation will be comprised of the following: the entire student academic growth factor of the evaluation of the evaluation shall be based on the value-added progress dimension.

Category A2 teachers (i.e., those who teach subjects measured by value-added calculations and other subjects) evaluation will be comprised of the following: value-added progress dimension for the percentage of their student growth measure equal to their teaching assignment related to value added, and for the remaining percentage of the student growth measure, locally determined student growth measures..

Category B teachers (i.e., those who teach in areas with Ohio Department of Education approved vendor assessments with teacher-level data available or instructing in areas with Ohio Department of Education approved vendor assessments, but not exclusively) evaluation will be comprised of teacher-level data available via approved vendor assessments and locally determined student growth measures.

C teachers (i.e., those instructing in areas where no teacher-level value-added data or approved vendor assessment is available): the entire student academic growth measure shall be based on locally determined student growth measures.

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance:

Descriptive Rating	Numerical Rating
Most Effective	5
Above Average	4
Average	3
Approaching Average	2
Least Effective	1

Remediation Plans

An evaluator may place any teacher on a remediation plan at any time based upon any noted deficiencies in any individual component of the evaluation system. In the discretion of the CEO, the CEO or the CEO’s designee may also place any teacher on a remediation plan.

Core Subject Teachers – Testing for Content Knowledge

Core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the CEO or the CEO's designee, the teacher will be required, at the teacher's expense, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this policy. Passage of the examination shall not create an expectancy of continued employment.

Professional Development Plan

The District shall meet the requirements of ORC 3319.112(A)(8)(9) to provide professional development and sufficient financial resources to support the professional learning required by this policy and in accordance with the Ohio State Board of Education's statewide evaluation framework. The District's plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the CEO on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

The removal of poorly performing teachers shall be in accordance with the Ohio Revised Code.

Nothing in this policy will be deemed to prevent the CEO from exercising any rights to non-renew, terminate, or suspend a teaching contract as provided by law. Nothing in this policy will be deemed to prevent the CEO from exercising any management rights of the District or any rights or responsibilities under Ohio Revised Code Section 3302.10. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment. The CEO reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's summative rating.

R.C. 3302.10, 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226,
3319.26, 3319.58, 3333.0411
A.C. 3301-35-03(A)