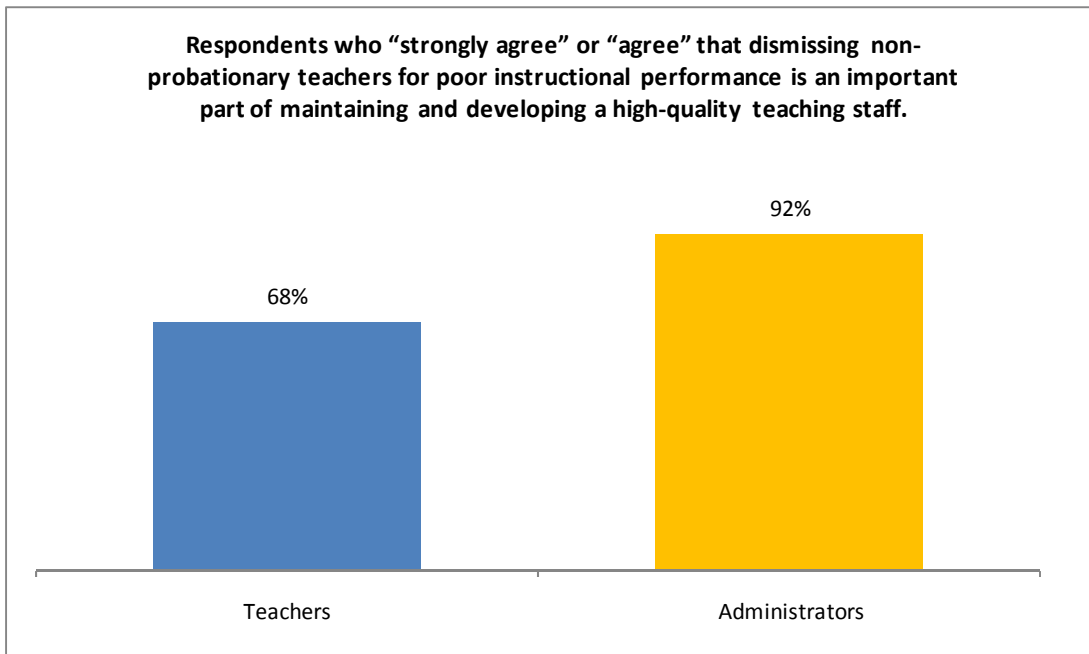


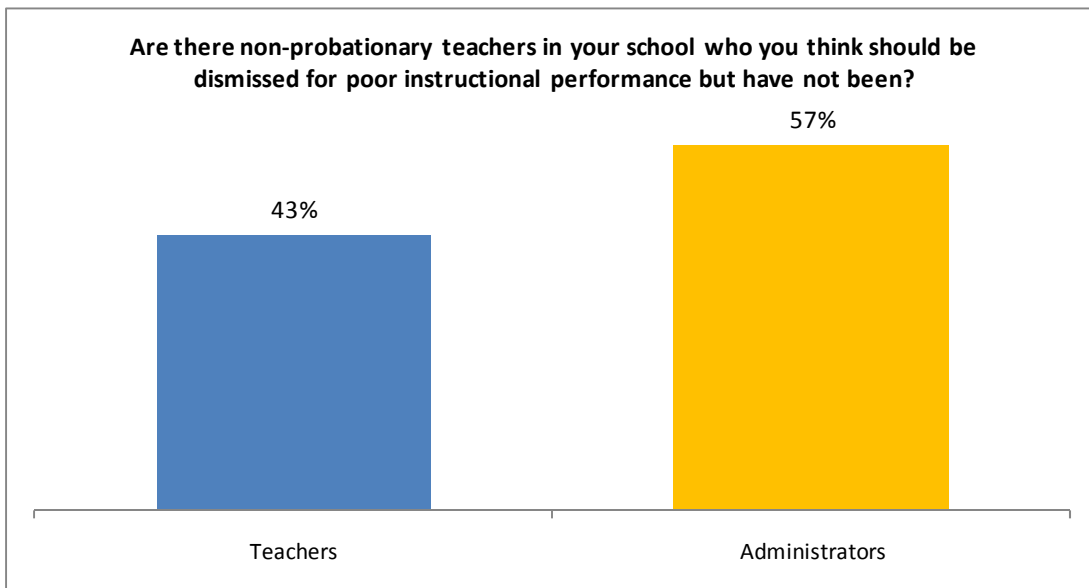


Teachers and administrators agree that dismissing poorly performing teachers is important for building a high-quality workforce.



Survey data collected from 3,070 teachers and 186 administrators across all three Ohio study sites.

Despite the fact that both teachers and administrators recognize poor performance in their buildings, it goes unaddressed.



Survey data collected from 3,070 teachers and 186 administrators across all three Ohio study sites.

Only some teachers report receiving quality feedback on their performance, yet most administrators feel confident in their ability to provide it.

- 59 percent of teachers “strongly agree” or “agree” that their evaluator provided them with constructive feedback and strategies that they could use to improve instruction.
- 92 percent of administrators feel confident in their ability to provide teachers with information and strategies to improve their instructional performance.

- **Ohio Policy Overview**

### **Background Information<sup>1</sup>**

- Number of school districts: 608
- Number of students: 1,836,096
- Number of students in poverty (FRPL): 118,671
- Number of classroom teachers: 110,390
- Number of initial teaching certificates issued during school year 2006-07: 976
- Ohio is a mandatory collective bargaining state whereby teachers are required to collectively bargain.

### **Teacher and Student Data System<sup>2</sup>**

- Ohio uses value-added data to improve classroom instruction, but districts are not required to use this information in teacher evaluations.
- Students are assigned unique identifiers that connect student data across key databases across years.
- Teachers are assigned unique identifiers that enable the state to match individual teacher records with individual student records.
- The state has the capacity to match student test records from year to year in order to measure student academic growth.

### **Non-Probationary Status/Tenure**

- Ohio refers to its tenured teachers as having a “continuing contract” and its non-tenured teachers as having a “limited contract.”
- Ohio teachers generally earn continuing contract status after teaching for three years in one of the state’s school districts over a period of five years and completing a master’s degree in the licensure area.
- State law does not set any guidelines to be considered when a teacher passes from limited contract to continuing contract status. Rather, the process is controlled at the district level with no uniform criteria applied across districts.

### **Layoffs/Reduction in Force**

- Under state law, when school districts are forced to reduce the number of employed teachers, the district must first remove limited contract teachers in order of least years of service then remove continuing contract teachers in order of least years of service. No other criteria for decisions are provided by the state.

### **Teacher Evaluation**

- Ohio state law requires that limited contract teachers be evaluated twice a year and continuing contract teachers be evaluated on a “regular basis.”
- The state allows school districts to develop their own teacher evaluation system, yet it provides very thin guidance on what constitutes an effective system.
- Under state law, the State Board of Education was required to develop performance standards for teachers, but districts are not required to use these standards in their evaluation systems.
- Student performance is required to be considered as part of a teacher’s evaluation, but it is not clear how student performance is to be measured, and it does not require that the measurement be objective.

### **Professional Development/Support**

- Ohio requires that all new teachers participate in a district-designed mentoring program for a minimum of one year. However, guidelines on what constitutes an effective mentoring program are sparse.
- State law requires teachers to participate in professional development. However, professional development activities, under state law, are not required to correlate with individual teacher development areas.

## Compensation

- Ohio supports differential pay for teachers in high-need subject areas and hard-to-staff schools.
- Ohio also supports performance-based incentives for teachers in districts involved in a federally funded pilot program (Ohio Teacher Incentive Fund) being implemented in Cincinnati, Cleveland, Columbus and Toledo.

## Remediation and Dismissal

- State law does not require school districts to develop a remediation plan for struggling teachers.
- In Ohio, limited contract teachers can be dismissed for any reason and continuing contract teachers can be dismissed for good and just cause.
- The teacher dismissal process can take up to 70 days from start to finish, not including the remediation process.

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<sup>1</sup> <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=12833&Content=61540>

<sup>2</sup> [http://www.nctq.org/stpy08/reports/stpy\\_ohio.pdf](http://www.nctq.org/stpy08/reports/stpy_ohio.pdf)

