

## ATTEND OEA MEMBER LOBBY DAY ON JANUARY 31, 2018

An OEA Member Lobby Day has been scheduled for Wednesday, January 31, 2018. A 10 AM legislative briefing will be provided at OEA Headquarters by OEA Officers and Government Relations staff to update members on the latest legislative action at the Ohio Statehouse, including the introduction of OTES reforms supported by the OEA (Senate Bill 240). For any assistance in scheduling meetings with your state Representative or state Senator, please contact OEA Government Relations at: (insert contact info)

### HB 21 – Improvements to Charter Student Residency Verification Pass Ohio House 94-0

House Bill 21 is a bi-partisan bill supported by the OEA that was unanimously passed by the Ohio House of Representatives on December 13, 2017. Sponsored by Rep. Steve Hambley (R-Brunswick), House Bill 21 is a good government reform designed to improve the accuracy of verifying the residency of students who transfer to a charter school so that per-pupil charter payments are deducted from the correct school district. The bill now goes to the Ohio Senate for further consideration.

Current law requires school districts to verify for the Ohio Department of Education the district residency of students who attend charter schools. This process is inefficient and ineffective because once students have transferred to a charter school, local school districts are no longer in contact with these students and it is the charter schools that **have possession of the student's residency documents.**

A fairer and more logical system for verifying the residency of charter school students is needed. House Bill 21 would improve this process by giving charter schools the primary responsibility for verifying the residency of charter school students, while continuing to allow school districts to review and dispute erroneous residency claims.

### SB 240 – OTES Reforms Supported by OEA Introduced in Ohio Senate

OEA strongly supports Senate Bill 240, a bi-partisan bill introduced by Senate Education Chair Peggy Lehner (R-Kettering) on December 12, 2017. The bill contains comprehensive reforms to the Ohio Teacher Evaluation System (OTES) that were recently recommended by the teacher-majority Educator Standards Board (ESB).

Senate Bill 240 would rebalance and restructure OTES so that evaluations are teacher-driven and student-focused. The OTES reform package in Senate Bill 240 would implement the six major reforms proposed by the ESB and approved by the State Board of Education. These include:

1. Update OTES Rubric: The rubric would embed student growth indicators instead of using a percentage, clarify descriptors to decrease redundancy, and improve clarity in the distinctions between performance levels.
2. Embed Student Growth into the Revised OTES Rubric: The evaluation framework would **embed at least two types of “high quality” student data in the** performance rubric in the following areas: knowledge of students, differentiation, assessment of student learning, assessment of data, and professional responsibility.
3. Remove Shared Attribution: Shared attribution does not accurately measure teacher performance or student growth because it uses assessments for a group of students that the educator does not teach. In addition, this measure does not encourage inter-disciplinary collaboration as intended.
4. Embed the Alternative Framework Components as Sources of Evidence in the Revised OTES Rubric: By embedding student growth and achievement as required indicators in the revised rubric, a separate alternative framework is no longer needed. Instead, the components of an alternative framework would include: student portfolios, student surveys, peer review, self-evaluation, and district-determined measures, which will remain as optional sources of evidence of teacher effectiveness.
5. Tailor Structure and Timing of Observations to Meet the Needs of Teachers in Order to Focus on Improvement and Growth: For teachers on a full evaluation cycle, the formal observations and an optional number of walkthroughs will be maintained, along with a required end of annual cycle conference with the evaluator. The first observation would be conducted at the beginning of the year. The pre-observation conference is optional, but a post-observation conference is required during the first semester. Walkthroughs will occur thereafter to focus on specific area(s) needing support. The second observation would be conducted in the second semester. Consideration for nonrenewal requires a third formal observation cycle.
6. Provide a Professional Growth Process for Teachers Rated Accomplished and Skilled: The off-year evaluation schedule for teachers rated skilled or accomplished will be maintained but adds the requirement of a conference in off-years for skilled and accomplished teachers to discuss professional growth and progress toward goals.