The State Board of Education values the importance of promoting administrator\(^1\) professional growth that leads to improved leadership practices and student learning. An effective professional growth framework considers an administrator’s leadership strengths while supporting identified areas for improvement within each administrator’s school environment or work context. The Ohio Principal Evaluation System (OPES) 2.0 is collaborative, ongoing and supportive of the professional growth of the administrator.

The OPES 2.0 Framework sets forth the components of administrator evaluations for Ohio’s districts. The OPES 2.0 model provides implementation procedures and suggested best practices, which Ohio districts may implement when evaluating administrators.

Each administrator will be evaluated according to Ohio Revised Code\(^2\) and the “Ohio Principal Evaluation System 2.0 Framework,” which is aligned with the “Ohio Standards for Principals” (2018) adopted under state law. Using multiple factors set forth in the framework, the administrator’s final holistic rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth plan or improvement plan, two formal observations of at least 30 minutes each, walkthroughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth plan or improvement plan\(^3\) will be developed annually with each administrator. The plan will be based on the results of previous evaluations available within the district and aligned to an existing building or district’s continuous improvement plan and/or goals.

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\(^1\) The term “administrator,” as used in this framework, is defined in [Ohio Revised Code 3319.02](https://www.ohiosenate.gov/BillInformation/PublicLaw/Ohio_Revised_Code/3319.02).

\(^2\) ORC 3319.02; 3319.111; 3319.112

\(^3\) Districts have discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. However, the notice requirements for being placed on an improvement plan, components of the plan and implementation process for the plan may be subject to the terms of a collective bargaining agreement.
High-Quality Student Data to Inform Instruction and Enhance Practice

The administrator evaluation will use at least two measures of district-determined high-quality student data to provide evidence of student learning attributable to the administrator being evaluated. When applicable, high-quality student data shall include the value-added progress dimension and at least one other measure of high-quality student data to demonstrate student learning. The two pieces of high-quality student data may be used as evidence in any component of the evaluation, where applicable.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Aligns to learning standards;
- Measures what is intended to be measured;
- Is attributable to the administrator;
- Demonstrates evidence of student learning (achievement and/or growth);
- Follows protocols for administration and scoring;
- Provides trustworthy results;
- Does not offend or be driven by bias.

**AND the high-quality student data must be used by the administrator to:**

- Measure student learning (achievement and/or growth) and progress toward achieving state and local standards;
- Facilitate the critical reflection and analysis of high-quality student data as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- Ensure each student’s learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Additional Requirements

The local board of education will provide for the allocation of financial resources to support professional development for all administrators. Each administrator shall be evaluated annually and receive a written report of the evaluation. The administrator shall have at least a preliminary evaluation and at least a final evaluation in any school year the administrator’s contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of Ohio law. The final evaluation (second formal observation) shall include a recommendation to the board regarding a contract of employment for the administrator. A written copy of the evaluation shall be provided to the administrator at least five days prior to the board acting to renew or not renew the contract.

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4 ORC 3319.02(D)
5 ORC 3319.02; 3319.111; 3319.112