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H.B. 151
(1_134_2124-1)
134th General Assembly

Fiscal Note & Local Impact Statement

[Click here for H.B. 151's Bill Analysis](#)

Version: In House Primary and Secondary Education

Primary Sponsor: Rep. Jones

Local Impact Statement Procedure Required: No

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Highlights

- The bill may increase costs for school districts and other public schools or for the Ohio Department of Education (ODE) to provide instructional coaches for entry-level teachers (i.e., resident educators) that fail to receive a passing score on the Resident Educator Summative Assessment (RESA). Costs will depend on coach compensation rates, the duration of the coach's work with each participating resident educator, and the number of resident educators opting to use a coach.
- Requiring school districts and other public schools to provide resident educators and other teachers with one day of professional development leave each school year to observe a veteran teacher may increase costs for substitute teachers. However, observation days are likely already provided to resident educators. Costs could also be limited if districts and schools modify professional development programs to reduce other activities in favor of observation days.
- State non-GRF costs for the contract to operate the RESA may increase, in particular by requiring assessment results to be returned more quickly than current practice. Such costs will depend on contract negotiations with the test vendor.

Detailed Analysis

Ohio Teacher Residency Program

The Ohio Teacher Residency (OTR) Program is a four-year, entry-level program for teachers that must be completed in order to qualify for a professional educator license issued by the State Board of Education. The OTR Program currently is comprised of two years of mentoring, followed by the completion of the Resident Educator Summative Assessment (RESA) during a participant's third year, and then one year of leadership opportunities or other activities

determined by the school district where the teacher is placed. During this fourth year, a designated “colleague” works with a teacher and the district’s local resident educator program to establish the activities that the teacher will perform as the teacher transitions to the professional educator license. The OTR Program was initially established in 2011 by the Ohio Department of Education (ODE) and the Department of Higher Education (DHE).

H.B. 442 of the 133rd General Assembly reduces the length of the OTR Program to two years, effective beginning in the 2023-2024 school year, while maintaining the RESA and the mentoring and counseling components. The bill makes further changes to the components of the revised OTR Program that provide additional flexibility and supports to teachers as they work through the program. These changes and their potential fiscal effects are discussed below.

Mentoring

Under the current OTR Program, resident educators are assigned a mentor selected by the educator’s school district. A mentor generally must possess a five-year professional license or permanent license (or have previously held such a license, if the teacher is retired), complete a district application process and be selected, and attend a two-day mentor academy for training. According to ODE, mentors provide in-depth instructional mentoring through differentiated mentoring supports using one-to-one mentoring, co-teaching, and other methods as needed.

The bill permits mentoring to be provided in person or online, including from mentors in other districts or schools. However, a resident educator who chooses online mentorship must select their mentor from a pool of “high quality” mentors. The bill is silent on what constitutes a “high quality” mentor. To facilitate selection of mentors, the bill requires each mentor’s district’s or school’s characteristics, including size, typology, and demographics, to be available. The bill does not specify what entity will compile and maintain this information, but it could fall to ODE. If so, the administrative workload of ODE, school districts, and other public schools may increase to provide and disseminate the information. Mentors are typically provided a stipend by their school district as compensation for the additional work. The stipend, which varies by district, may be either a flat amount or a percentage of the mentor’s base salary. Additional fiscal effects of this provision appear to depend on implementation decisions made by districts, including payment arrangements for out-of-district mentors.

Counseling

Under the current OTR Program, school districts and other public schools provide resident educators with counseling, in a manner determined by the district or school, to ensure they receive needed professional development. The bill further requires that participants who do not receive a passing score on the RESA be provided the opportunity to meet with an instructional coach to review the participant’s assessment score results and discuss improvement strategies and professional development. The bill specifies that the participant’s school district or school may cover the costs of the instructional coach. If a district or school does not cover those costs, the bill makes ODE responsible for them.

Under the OTR Program, districts and schools provide a resident educator with a facilitator, who also may be a participant’s mentor, to support the resident educator in preparing for the RESA. The facilitator’s role is to provide technical and logistical support and offer feedback on the resident educator’s thinking and problem solving before a resident educator submits RESA materials, though facilitators are prohibited from providing specific advice or feedback that could

be construed as co-authorship of the educator's work.¹ However, it appears existing staff currently may be providing a similar function as an instructional coach would under the bill. The RESA vendor, TeachForward, indicates on its website that RESA assessors provide feedback statements on score reports for the resident educator to review and that candidates may arrange times with their mentor, facilitator, or program coordinator to review the feedback and discuss areas for growth.² Presumably, the instructional coaches will be an additional option. Costs for instructional coaches are uncertain, as they will depend on compensation rates, the duration of the coach's work with each participant, and the number of resident educators opting to use them.

RESA score reports and retakes

The bill may lead to increases in the state's cost for the contract to operate the RESA by requiring assessment results to be returned more quickly than current practice and prohibiting the State Board of Education from limiting the number of attempts to successfully complete it. For the current 2021-2022 school year, for example, candidates must have submitted the RESA by January 28, 2022, while the vendor released score reports on April 8, 2022, a span of 70 days. The bill generally requires results to be returned within 30 days. In addition, current administrative rules limit a resident educator to three attempts to successfully complete the RESA. However, information supplied by ODE indicates that about 95% of all candidates pass the RESA by their third attempt, meaning that the number of additional assessments to score will be relatively small. Any contract cost increases will depend on contract negotiations with the vendor.

The ongoing cost of the vendor contract to operate the RESA amounts to about \$660,000 each year, according to the state accounting system. The vendor contract includes maintaining the RESA website, assessment scoring, telephone and online support to RESA candidates, and other duties. ODE pays for the operational and technical costs for the RESA using educator license fees appropriated from Fund 4L20 line item 200681, Teacher Certification and Licensure.

Professional development for teachers

The bill also requires districts and schools to provide a resident educator with at least one day of professional development leave in each year of the program to observe veteran educators in a classroom setting. Similarly, the bill also requires school districts and other public schools to provide one day of professional development leave each school year, to observe a veteran classroom teacher, for each teacher who is not an administrator.

These requirements may result in an increase in substitute teacher costs to districts and schools. According to the Buckeye Association of School Administrators (BASA), most of these activities are already provided for resident educators in the current OTR Program. As a point of reference, BASA indicated that a substitute teacher costs about \$125 per day, including benefits. Ultimately, the cost of these provisions to districts and schools will depend on the extent to which

¹ See ODE's [Facilitator Guidelines for Supporting RESA Candidates \(PDF\)](#), which is accessible by conducting a keyword "facilitator guidelines" search on the ODE website: education.ohio.gov.

² See TeachForward's [Frequently Asked Questions](#) website, which is available by clicking on the "FAQ" link at TeachForward's RESA website: ohioresa.com.

- (1) similar observation days are already part of the local professional development program and
- (2) districts and schools modify professional development programs to reduce other activities in favor of observation days.

Synopsis of Fiscal Effect Changes

- The substitute bill (I_134_2141-1) may increase state non-GRF costs for the Ohio Department of Education (ODE) to operate the Resident Educator Summative Assessment (RESA) by (1) removing the provision in the As Introduced (previous) bill that eliminated the RESA, (2) requiring RESA results to be returned more quickly than current practice, and (3) prohibiting the State Board of Education from limiting the number of attempts to successfully complete it.
- The substitute bill may increase the previous bill's substitute teacher costs for school districts and other public schools by requiring districts and schools to provide one day of professional development leave each school year, to observe a veteran classroom teacher, for each teacher who is not an administrator, instead of for resident educators only.
- The substitute bill may also increase the previous bill's costs for school districts, other public schools, and ODE by adding the provision requiring resident educators who do not receive a passing score on the RESA to be given the option to meet with an instructional coach to receive feedback on their performance, at the cost of the resident educator's district or school or, should the district or school not cover the costs, ODE.
- However, the substitute bill eliminates the bill's costs for school districts and other public schools to design and manage new teacher mentorship programs by removing the previous bill's provision that replaced the Ohio Teacher Residency (OTR) Program with locally developed, two-year Ohio new teacher mentorship programs.
- The substitute bill also eliminates the bill's costs for school districts to conduct additional teacher evaluations by removing the previous bill's provision that eliminated a district board's option to forego performance evaluations for teachers participating in the OTR Program for the year during which those teachers take, for the first time, at least half of the RESA, since it was no longer required.