

2016 Regular Session

HOUSE BILL NO. 723

BY REPRESENTATIVES PRICE AND HALL

TEACHERS/EVALUATION: Provides relative to the use of student growth data in teacher evaluations

1 AN ACT

2 To amend and reenact R.S. 17:3881(A), 3886(A), 3902(B)(5), and 3997(D)(1) and (2),
3 relative to the evaluation of public school teachers and administrators; to require that
4 such evaluations include multiple quantitative measures of student achievement; to
5 provide relative to the percentage of such evaluations based upon value-added data;
6 and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3881(A), 3886(A), 3902(B)(5), and 3997(D)(1) and (2) are hereby
9 amended and reenacted to read as follows:

10 §3881. Purpose

11 A. It is the purpose of this Part to establish periodic evaluations of
12 performance and effectiveness, ~~based in part on growth in student achievement using~~
13 through a professional employee evaluation program that includes multiple
14 quantitative measures of student achievement, which shall include a value-added
15 assessment model as determined by the board, and continuous professional
16 development as integral aspects of professional careers in education.

17 * * *

1 §3886. Teaching credentials; regular certification, permanent certification; effect of
2 evaluation

3 A. If a teacher's evaluation demonstrates that he has met the standard for
4 effectiveness as determined by the board, ~~using value-added data~~ pursuant to this
5 Part, for three years during the initial certification or renewal process, a certificate
6 shall be issued or renewed unless the board receives evidence from the local board,
7 through an appeal, that justifies discontinuation. Similarly, if a teacher's evaluation
8 demonstrates that he has not met the standard for effectiveness as determined by the
9 board, ~~using either value-added data or other components of the evaluation~~, for three
10 years during the initial certification or renewal process, the board shall not issue or
11 renew a certificate unless evidence of effectiveness is received from the local board,
12 through an appeal, that justifies the issuance of a certificate.

13 * * *

14 §3902. Evaluation program; process

15 * * *

16 B. The elements of evaluation and standards for effectiveness shall be
17 defined by the board pursuant to rules and regulations promulgated for such purpose.
18 Such rules and regulations shall require that, at a minimum, local evaluation plans
19 contain the following elements:

20 * * *

21 (5) ~~Measure of effectiveness~~ Growth in student achievement. Fifty percent
22 of such evaluations shall be based on evidence of growth in student achievement
23 using multiple quantitative measures of student achievement, which shall include a
24 value-added assessment model as determined by the board for grade levels and
25 subjects for which value-added data is available. For grade levels and subjects for
26 which value-added data is not available and for personnel for whom value-added
27 data is not available, the board shall establish alternate measures of student growth.
28 The However, data derived through a value-added assessment model shall not
29 comprise more than fifty percent of the quantitative portion of the evaluation. The

1 remaining percentage of the quantitative portion of the evaluation shall be comprised
2 of measures of student growth as determined by the school principal. Any value-
3 added assessment model shall take into account important student factors, including
4 but not limited to special education, eligibility for free or reduced price meals,
5 student attendance, and student discipline. ~~However, neither the value-added model~~
6 ~~nor the measures of student growth for grade levels and subjects for which value-~~
7 ~~added data are not available shall, in any given year, include a test score or data of~~
8 ~~a student who has ten or more unexcused absences in any school semester in that~~
9 ~~year~~ No measure of growth in student achievement shall include a test score or other
10 data of a student who has ten or more unexcused absences in any school semester in
11 a given year. The state board shall develop and adopt a policy to invalidate ~~such~~
12 student growth data for any teacher for any school year in which there is a natural
13 disaster or any other unexpected event that results in the temporary closure of the
14 school.

* * *

16 §3997. Charter school employees

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18 D.(1)(a) Each governing authority of a charter school ~~annually~~ shall annually
19 evaluate every teacher and administrator employed at the school using the ~~value-~~
20 ~~added assessment model and measures of student growth~~ professional employee
21 evaluation program as determined by the State Board of Elementary and Secondary
22 Education pursuant to R.S. ~~17:3902(B)(5)~~ 17:3881 through 3905.

23 (b) The governing authority of a charter school shall terminate the
24 employment of any teacher or administrator determined to be ineffective for three
25 consecutive years pursuant to the evaluation required by this Section.

26 (2) ~~By the beginning of the 2012-2013 school year, fifty~~ Fifty percent of
27 each teacher and administrator evaluation conducted pursuant to Paragraph (1) of
28 this Subsection shall be based on ~~evidence of growth in student achievement using~~
29 ~~the value-added assessment model~~ multiple quantitative measures of student

1 achievement, which shall include a value-added assessment model, as determined by
2 the state board for grade levels and subjects for which value-added data is available.
3 For grade levels and subjects for which value-added data is not available, the state
4 board shall establish alternate measures of student growth. ~~The~~ However, data
5 derived through a value-added assessment model shall not comprise more than fifty
6 percent of the quantitative portion of the overall evaluation. The remaining
7 percentage of the quantitative portion of the evaluation shall be comprised of
8 measures of student growth as determined by the school principal. Any value-added
9 assessment model shall take into account important student factors, including but not
10 limited to special education, eligibility for free or reduced price meals, student
11 attendance, and student discipline. No measure of growth in student achievement
12 shall include a test score or other data of a student who has ten or more unexcused
13 absences in any school semester in a given year. The state board shall develop and
14 adopt a policy to invalidate ~~such~~ student growth data for any teacher for any school
15 year in which there is a natural disaster or any other unexpected event that results in
16 the temporary closure of the school.

* * *

18 Section 2. This Act shall become effective upon signature by the governor or, if not
19 signed by the governor, upon expiration of the time for bills to become law without signature
20 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
21 vetoed by the governor and subsequently approved by the legislature, this Act shall become
22 effective on the day following such approval.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 723 Original

2016 Regular Session

Price

Abstract: Requires that evaluations for public school teachers and administrators include multiple quantitative measures of student achievement and provides relative to the percentage of such evaluations based upon value-added data.

Present law provides for periodic evaluations of professional education employees (teachers and administrators) based in part on growth in student achievement using a value-added assessment model. Proposed law instead provides for a professional employee evaluation program that uses multiple measures of student achievement, which includes a value-added assessment model as determined by the State Board of Elementary and Secondary Education (BESE).

Present law provides that teacher certification and renewal of certification is contingent upon whether the teacher has met the standard for effectiveness as determined by BESE using value-added data. Further provides that if a teacher's evaluation demonstrates he has not met the standard for effectiveness using either value-added data or other components of the evaluation for three years, BESE shall not issue or renew the teacher's certificate, unless successfully appealed. Proposed law deletes references to "value-added data" and instead requires that certification and renewal of certification is contingent upon whether a teacher meets the standard for effectiveness as determined by BESE.

Present law requires that 50% of teacher and administrator evaluations be based on evidence of growth in student achievement using a value-added assessment model for grade levels and subjects for which value-added data is available. Provides that BESE will establish measures of student growth for grades and subjects for which value-added data is not available and for personnel for whom value-added data is not available.

Proposed law provides that teacher and administrator evaluations be based, in part, on evidence of growth in student achievement using multiple quantitative measures of student achievement, which shall include a value-added data assessment model, as determined by BESE.

Proposed law specifies that data derived through a value-added assessment model shall not comprise more than 50% of the quantitative portion of the evaluation. Further provides that the remaining percentage of the quantitative portion of the evaluation shall be comprised of measures of student growth as determined by the school principal.

Present law provides that the value-added assessment model must take into account student factors such as special education, eligibility for free or reduced price meals, student attendance, and student discipline. Proposed law retains present law.

Present law prohibits the value-added model and the measures of student growth established for grades and subjects for which value-added data are not available from including a test score or data of a student who had 10 or more unexcused absences in any semester in a school year. Proposed law deletes all "value-added" references and instead provides that no measure of growth in student achievement shall include a test score or other data of a student who has 10 or more unexcused absences in any semester in a given year.

Proposed law aligns the provisions in the charter school law relative to teacher and administrator evaluations with those for teachers and administrators in traditional public schools.

Effective upon signature of governor or lapse of time for gubernatorial action.

(Amends R.S. 17:3881(A), 3886(A), 3902(B)(5), and 3997(D)(1) and (2))