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## DIGEST

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Schroder

HB No. 949

**Abstract:** Relative to the evaluation of teachers and administrators, provides for procedures for observation and evaluation and for use of evidence of growth in student achievement and for implementation thereof. Requires BESE to assess evaluation systems and accountability systems and take specified actions relative to them.

Present law provides for evaluation of teachers and administrators of local school systems and educators employed by the State Board of Elementary and Secondary Education (BESE). Defines "local board" as a city or parish school board or BESE as it relates to educators employed by BESE. Defines "board" to mean BESE. Requires BESE to define the elements of evaluation and standards for effectiveness. Requires at a minimum that evaluation plans contain: a job description; a professional growth plan; observation and conferencing; classroom visitation; and measure of effectiveness. Provides more specifically relative to each of these. Provides for an intensive assistance program to address deficiencies of an ineffective teacher.

Present law, relative to observation and conferencing, requires evaluators to conduct a pre-observation conference during which the teacher or administrator provides relevant information such as lesson planning and other pertinent information. Requires that observation be at least for one full lesson. Requires that for teachers the observation use components of effective teaching and any additional local board criteria included in the job description, and for administrators the observation may consist of collection of prescribed performance documentation and may use applicable components of effective teaching, elements prescribed by BESE rule, and any additional local board criteria included in the job description. Requires a post-observation conference.

Proposed law retains present law and additionally requires that the evaluation include preparation and submission by each evaluator of a written statement of actual evidence observed during observation and conferencing that substantiates the evaluator's score for each component or criterium scored as part of the evaluation.

Present law, relative to measure of effectiveness, requires that by the beginning of the 2012-2013 school year, 50% percent of an evaluation be based on evidence of growth in student achievement using a value-added assessment model (VAM) as determined by BESE for grade levels and subjects for which value-added data is available. Requires BESE to establish measures of student growth for grade levels and subjects and for personnel for which value-added data is not available. Requires that the model take into account important student factors, such as special education, eligibility for free or reduced price meals, student attendance, and

student discipline.

Proposed law provides for implementation of a value-added model or models by the beginning of the 2015-2016 school year instead of the 2012-2013 school year. Requires that 25% percent instead of 50% of an evaluation be based on evidence of growth in student achievement using such a VAM model and makes this requirement applicable only to grades 3 - 8. Further provides that for grades 3 - 8, 25% of evaluations shall be based upon student learning targets. Provides that for grades K-2 and 9-12, 50% of evaluations shall be based upon student learning targets. Provides that for all grades, the remaining 50% of evaluations shall be based upon professional practices. Removes provision that such VAM model be as determined by BESE for grade levels and subjects for which value-added data is available, and that BESE establish measures of student growth for grade levels and subjects and for personnel for which value-added data is not available. Provides instead that evidence of growth in student achievement use a VAM model or models determined by BESE. Requires, if more than one VAM model is used, that the models shall be structured to assure that all teachers are equally accountable and all administrators are equally accountable.

Proposed law requires BESE, working with the Dept. of Education and the Accountability Commission established by BESE, to assess Louisiana's teacher and school administrator evaluation programs and the school and district accountability system and take action to align such programs and systems, including promulgation of rules and identification of statutory changes necessary to achieve greater alignment and consistency among school, district, administrator, and educator levels. Requires BESE to take steps, including rulemaking and identification of necessary statutory changes, to provide for school administrators to utilize a consistent method of evaluating teachers, regardless of grade or subject taught, considering all available information on student achievement and to provide that all teachers are equally accountable and all administrators on comparable levels are equally accountable. Requires BESE to report findings and recommendations for legislative action to the House Committee on Education, the Senate Committee on Education, and the presiding officers of both houses of the Legislature no later than 60 days prior to the 2015 R.S.

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

(Amends R.S. 17:3902(B)(intro. para.), (3), and (5); Adds R.S. 17:3902(E))