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2 B. The State Board of Elementary and Secondary Education, hereafter

3 referred to as the "state board", shall provide for a statewide system of accountability

4 for schools and school districts based on **multiple indicators of student growth and**

5 achievement **from multiple data sources** and minimum standards for the approval

6 of schools pursuant to R.S. 17:10. Beginning with the ~~2011-2012~~ **2012-2013** school

7 year, such system shall be based, ~~in part,~~ on **multiple indicators of student** growth

8 ~~in student~~ **and** achievement ~~using a value-added assessment model~~ as determined by

9 the state board. The program shall include, at a minimum, clear and appropriate

10 standards for schools and school districts, indicators for the assessment of schools

11 and school districts, student achievement baselines, student growth targets, and

12 appropriate minimum levels of student achievement for each public school and

13 school district, rewards and corrective actions, specific intervals for assessment and

14 reassessment of schools and school districts, a review process for evaluating growth

15 targets, and technical assistance.

16 C. The state board shall develop and adopt a policy to invalidate student

17 achievement growth data ~~using a value-added assessment model~~ for any school year

18 in which there is a natural disaster or any other unexpected event that results in the

19 temporary closure of schools.

* * *

20 §441. Definitions

21

22 As used in this Subpart, ~~the word "teacher" means~~ unless otherwise clearly

23 indicated, the following terms mean:

24 **(1) "Teacher" means:**

25 ~~(1)~~**(a)** Any employee of any parish or city school board who holds a teacher's

26 certificate and whose legal employment requires such teacher's certificate;

27 ~~(2)~~**(b)** Any school lunch supervisor employed by a parish or city school

28 board who holds a special parish school lunch supervisor's certificate issued by the

29 department of education of the state of Louisiana and whose employment requires

1 such certificate.

2 (2) "Beginning teacher" means a teacher who is in his first year of
3 employment with a local public school board.

4 (3) "Emerging teacher" means a teacher who is in his second or third
5 year of employment with a local public school board.

6 (4) "Provisional teacher" means a teacher who is his fourth year of
7 employment with a local public school board and who did not acquire regular
8 and permanent status at the end of his second year as an emerging teacher.

9 §442. Probation and tenure of parish or city school teachers Teachers; dismissal;
10 tenure

11 Each teacher shall serve a probationary term of three years to be reckoned
12 from the date of his first appointment in the parish or city in which the teacher is
13 serving his probation. During the probationary term the parish or city school board,
14 as the case may be, may dismiss or discharge any probationary teacher upon the
15 written recommendation of the parish or city superintendent of schools, as the case
16 may be, accompanied by valid reasons therefor.

17 Any teacher found unsatisfactory by the parish or city school board, as the
18 case may be, at the expiration of the said probationary term, shall be notified in
19 writing by the board that he has been discharged or dismissed; in the absence of such
20 notification, such probationary teacher shall automatically become a regular and
21 permanent teacher in the employ of the school board of the parish or city, as the case
22 may be, in which he has successfully served his three year probationary term; all
23 teachers in the employ of any parish or city school board as of July 31, 1946 who
24 hold proper certificates and who have served satisfactorily as teachers in that parish
25 or city for more than three consecutive years, are declared to be regular and
26 permanent teachers in the employ of the school board of that parish or city.

27 A. A teacher who has acquired tenure before July 1, 2012, retains tenure
28 and shall not be dismissed, discharged, demoted, or otherwise disciplined except
29 in accordance with the provisions of R.S. 17:443.

1 **B. Effective beginning on July 1, 2012, the following shall apply:**

2 **(1)(a) Each teacher shall serve one year as a beginning teacher and two**
3 **years as an emerging teacher prior to becoming a regular and permanent**
4 **teacher in the employ of the local public school board.**

5 **(b) The employing local public school board may dismiss or discharge**
6 **any beginning or emerging teacher upon the written recommendation of the**
7 **local school superintendent, accompanied by valid reasons therefor.**

8 **(2) A teacher found unsatisfactory by the local public school board prior**
9 **to the end of his second year as an emerging teacher shall be notified in writing**
10 **by the school board that he has been dismissed or discharged.**

11 **(3) An emerging teacher who has not been found unsatisfactory by the**
12 **school board and who has attained at least the mid-range of effectiveness in all**
13 **areas evaluated by the board prior to the end of his third year of employment**
14 **with the board shall automatically become a regular and permanent teacher in**
15 **the employ of the school board and shall not be dismissed, discharged, demoted,**
16 **or otherwise disciplined except in accordance with the provisions of R.S. 17:443.**

17 **(4) An emerging teacher who has not attained at least the mid-range of**
18 **effectiveness in all areas evaluated by the board prior to the end of his third**
19 **year of employment with the board may be dismissed or discharged in**
20 **accordance with the provisions of Subparagraph (1)(b) of this Subsection or**
21 **retained by the school board and employed for one year as a provisional**
22 **teacher.**

23 **(5) A provisional teacher who has attained at least the mid-range of**
24 **effectiveness in all areas evaluated by the board prior to the end of his fourth**
25 **year of employment with the board shall automatically become a regular and**
26 **permanent teacher in the employ of the school board and shall not be dismissed,**
27 **discharged, demoted, or otherwise disciplined except in accordance with the**
28 **provisions of R.S. 17:443.**

29 **(6) A provisional teacher who has not attained at least the mid-range of**

1 effectiveness in all areas evaluated by the board prior to the end of his fourth
2 year of employment with the board shall be dismissed or discharged in
3 accordance with the provisions of Subparagraph (1)(b) of this Subsection.

4 * * *

5 §3881. Purpose

6 A. It is the purpose of this Part to establish periodic evaluations of
7 performance and effectiveness, based in part on multiple indicators of student
8 growth in student and achievement using a value-added assessment model multiple
9 data sources as determined by the board, and continuous professional development
10 as integral aspects of professional careers in education.

11 * * *

12 §3882. Definitions

13 For the purposes of this Part, the following definitions shall apply:

14 * * *

15 (2) "~~Components~~ Principles of effective teaching" means the elements of
16 teaching performance defined by the board, in formal, recognized collaboration with
17 educators and other stakeholders involved in education, to be critical to providing
18 effective classroom instruction. As used in the evaluation programs, the term
19 includes any elements of the ~~components~~ principles being rated.

20 * * *

21 (5) "Local board" means a ~~city, parish, or other~~ local public school board,
22 including but not limited to the governing board of a charter school.

23 * * *

24 §3883. State Board of Elementary and Secondary Education; powers and duties

25 A. The board shall:

26 (1) Establish the ~~components~~ principles of effective teaching, including
27 measures of effectiveness, which shall be periodically reviewed and revised as
28 necessary. The principles of effective teaching shall, at a minimum, include the
29 following standards and indicators:

1 **(a) Curriculum, Planning, and Assessment standard: Promotes the**
2 **learning and growth of all students by providing high quality and coherent**
3 **instruction, designing and administering authentic and meaningful student**
4 **assessments, analyzing student performance and growth data, using this data**
5 **to improve instruction, providing students with constructive feedback on an**
6 **on-going basis, and continuously refining learning objectives.**

7 **(i) Curriculum and Planning indicator: Knows the subject matter well,**
8 **has a good grasp of child development and how students learn, and designs**
9 **effective and rigorous standards-based units of instruction consisting of**
10 **well-structured lessons with measurable outcomes.**

11 **(ii) Assessment indicator: Uses a variety of informal and formal methods**
12 **of assessment to measure student learning, growth, and understanding, develops**
13 **differentiated and enhanced learning experiences, and improves future**
14 **instruction.**

15 **(iii) Analysis indicator: Analyzes data from assessments, draws**
16 **conclusions, and shares them appropriately.**

17 **(b) Teaching All Students standard: Promotes the learning and growth**
18 **of all students through instructional practices that establish high expectations,**
19 **create a safe and effective classroom environment, and demonstrate cultural**
20 **proficiency.**

21 **(i) Instruction indicator: Uses instructional practices that reflect high**
22 **expectations regarding content and quality of effort and work, engage all**
23 **students, and are personalized to accommodate diverse learning styles, needs,**
24 **interests, and levels of readiness.**

25 **(ii) Learning Environment indicator: Creates and maintains a safe and**
26 **collaborative learning environment that values diversity and motivates students**
27 **to take academic risks, challenge themselves, and claim ownership of their**
28 **learning.**

29 **(iii) Cultural Proficiency indicator: Actively creates and maintains an**

1 environment in which students' diverse backgrounds, identities, strengths, and
2 challenges are respected.

3 (iv) Expectations indicator: Plans and implements lessons that set clear
4 and high expectations and make knowledge accessible for all students.

5 (c) Family and Community Engagement standard: Promotes the
6 learning and growth of all students through effective partnerships with families,
7 care givers, community members, and organizations.

8 (i) Engagement indicator: Welcomes and encourages every family to
9 become active participants in the classroom and school community.

10 (ii) Collaboration indicator: Collaborates with families to create and
11 implement strategies for supporting student learning and development both at
12 home and at school.

13 (iii) Communication indicator: Engages in regular, two-way, and
14 culturally proficient communication with families regarding student learning
15 and performance.

16 (d) Professional Culture standard: Promotes the learning and growth of
17 all students through ethical, culturally proficient, skilled, and collaborative
18 practice.

19 (i) Reflection indicator: Demonstrates the capacity to reflect on and
20 improve the educator's own practice, using informal means as well as meetings
21 with teams and work groups to gather information, analyze data, examine
22 issues, set meaningful goals, and develop new approaches in order to improve
23 teaching and learning.

24 (ii) Professional Growth indicator: Actively pursues professional
25 development and learning opportunities to improve quality of practice or build
26 the expertise and experience to assume different instructional and leadership
27 roles.

28 (iii) Collaboration indicator: Collaborates effectively with colleagues on
29 a wide range of tasks.

1 (vi) ~~One member~~ **Two members** appointed by the Louisiana Association of
2 Public Charter Schools.

3 (vii) ~~Two members~~ **One member** of the Senate Committee on Education,
4 appointed by the chairman thereof.

5 (viii) ~~Two members~~ **One member** of the House Committee on Education,
6 appointed by the chairman thereof.

7 (ix) ~~One member appointed by each member of the State Board of~~
8 ~~Elementary and Secondary Education~~ **The dean of the college of education from**
9 **each public four-year postsecondary institution and one faculty member from**
10 **each such college of education appointed by the dean thereof shall serve as ex**
11 **officio members.**

12 (b) The members of the committee shall serve without compensation.

13 (c) The initial meeting of the committee shall be held not later than
14 ~~September 30, 2010~~ **August 30, 2012.**

15 (d) ~~The committee shall submit its initial recommendations to the board and~~
16 ~~the Senate and House committees on education by not later than April 30, 2012.~~

17 * * *

18 (8) ~~(7)~~ Beginning in 2013 and thereafter, submit a written report to the Senate
19 Committee on Education and the House Committee on Education, not later than
20 March first of each year, and at such other times as requested by the committees,
21 regarding the implementation, results, and effectiveness of the ~~value-added~~
22 ~~assessment model~~ **teacher and administrator evaluation program** as provided in
23 this Part.

24 * * *

25 §3886. Teaching credentials; regular certification, permanent certification; effect of
26 evaluation

27 A. If a teacher's evaluation demonstrates that he has met the standard for
28 effectiveness as determined by the board, ~~using value-added data~~, for three years
29 during the initial certification or renewal process, a certificate shall be issued or

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

8 * * *

9 §3902. Evaluation program; process

10 * * *

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

15 * * *

16 (3) Observation and conferencing. The evaluator or evaluators of each
 17 teacher or administrator shall conduct a pre-observation conference during which the
 18 teacher or administrator shall provide the evaluator or evaluators with relevant
 19 information. A teacher shall provide information concerning the planning of the
 20 lesson to be observed as well as any other information the teacher considers
 21 pertinent. The observation shall occur at a time and place established in advance,
 22 shall be of sufficient duration to provide meaningful data which, in the case of a
 23 teacher, shall be not less than the duration of one complete lesson. In the case of a
 24 teacher, the observation shall be conducted using the ~~components~~ **principles** of
 25 effective teaching, as well as any additional local board criteria included in the job
 26 description. In the case of an administrator, the observation may consist of the
 27 collection of prescribed performance documentation and shall be conducted using
 28 applicable ~~components~~ **principles** of effective teaching, elements prescribed by
 29 board rule, and any additional local board criteria included in the job description. A

1 post-observation conference shall be conducted to discuss commendation and
2 recommendations.

3 * * *

4 (5) Measure ~~Measure~~ **Multiple measures** of effectiveness. By the beginning of the
5 2012-2013 school year, ~~fifty percent of~~ such evaluations shall be based on ~~evidence~~
6 **multiple indicators** of ~~student~~ growth in ~~student~~ **and** achievement using ~~a value-~~
7 ~~added assessment model~~ **multiple indicators and data sources** as determined by the
8 board ~~for grade levels and subjects for which value-added data is available. For grade~~
9 ~~levels and subjects for which value-added data is not available and for personnel for~~
10 ~~whom value-added data is not available, the board shall establish measures of student~~
11 ~~growth. The model shall take into account important student factors, including but~~
12 ~~not limited to special education, eligibility for free or reduced price meals, student~~
13 ~~attendance, and student discipline.~~ The state board shall develop and adopt a policy
14 to invalidate such student growth data for any teacher for any school year in which
15 there is a natural disaster or any other unexpected event that results in the temporary
16 closure of the school.

17 * * *

18 §3997. Charter school employees

19 * * *

20 D.(1)(a) Each governing authority of a charter school annually shall evaluate
21 every teacher and administrator employed at the school using ~~the value-added~~
22 ~~assessment model and measures of student growth~~ **multiple indicators of student**
23 **growth and achievement using multiple indicators and data sources** as
24 determined by the State Board of Elementary and Secondary Education pursuant to
25 R.S. 17:3902(B)(5).

26 * * *

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

1 ~~value-added assessment model as determined by the state board for grade levels and~~
 2 ~~subjects for which value-added data is available. For grade levels and subjects for~~
 3 ~~which value-added data is not available, the state board shall establish measures of~~
 4 ~~student growth.~~ The model **evaluation plan** shall take into account important student
 5 factors, including but not limited to special education, eligibility for free or reduced
 6 price meals, student attendance, and student discipline. The state board shall develop
 7 and adopt a policy to invalidate ~~such~~ student growth data for any teacher for any
 8 school year in which there is a natural disaster or any other unexpected event that
 9 results in the temporary closure of the school.

10 * * *

11 Section 2. R.S. 17:3883(A)(7) is hereby repealed.

12 Section 3. Any and all funds and sources of funding that have been designated or
 13 utilized by the State Board of Elementary and Secondary Education or the state Department
 14 of Education to develop, implement, and administer teacher and administrator evaluation
 15 programs prior to the effective date of this Act shall continue to be used to implement the
 16 provisions of this Act.

17 Section 4. This Act shall become effective upon signature by the governor or on July
 18 1, 2012, whichever date occurs first. If vetoed by the governor and subsequently approved
 19 by the legislature, this Act shall become effective on the day following such approval.

The original instrument and the following digest, which constitutes no part
 of the legislative instrument, were prepared by Jeanne C. Johnston.

DIGEST

Present law requires BESE to provide for a statewide school and district accountability system based on student achievement and minimum standards for the approval of schools. Further provides that such system be based in part on growth in student achievement using a value-added assessment model.

Proposed law deletes the requirement for use of a value-added assessment model and provides instead that the school and district accountability system be based upon multiple indicators of student growth and achievement from multiple data sources.

Present law defines "teacher" as any employee of a local school board who holds a teacher's certificate and whose legal employment requires a teacher's certificate.

Proposed law retains present law and provides for related definitions of "teacher" as follows:

1. "Beginning teacher" means a teacher who is in his first year of employment with a local public school board.
2. "Emerging teacher" means a teacher who is in his second or third year of employment with a local public school board.
3. "Provisional teacher" means a teacher who is his fourth year of employment with a local public school board and who did not acquire regular and permanent status at the end of his second year as an emerging teacher.

Present law provides for a 3-year probationary term for teachers. A teacher may be dismissed or discharged by the employing school board upon the written recommendation of the local school superintendent at any time during the probationary period. At the end of the probationary period, any teacher found unsatisfactory by the school board shall be notified in writing that he has been dismissed or discharged; absent such notification, the teacher becomes a regular and permanent employee of the school board (tenure) and may only be removed from office in accordance with the due process provisions established in present law.

Proposed law provides with respect to tenure as follows:

1. Eliminates the three-year probationary period for the acquisition of tenure.
2. Provides that a teacher who has acquired tenure before July 1, 2012 retains tenure and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure provisions in present law.
3. Provides for the following with respect to tenure, effective July 1, 2012:
 - (a) Each teacher shall serve one year as a beginning teacher and two years as an emerging teacher.
 - (b) The employing school board may dismiss or discharge a beginning or emerging teacher upon the written recommendation of the local school superintendent.
 - (c) A teacher found unsatisfactory by the local school board prior to the expiration of his second year as an emerging teacher shall be notified in writing that he has been dismissed or discharged.
 - (d) An emerging teacher who has not been found unsatisfactory by the local school board and has attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his third year of employment shall automatically become a regular and permanent employee of the employing school board and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure provisions in present law.
 - (e) An emerging teacher who has not attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his third year of employment may be dismissed or discharged or retained by the employing school board and employed for one year as a provisional teacher.
 - (f) A provisional teacher who has attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his fourth year of employment shall automatically become a regular and permanent employee of the employing school board and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure

provisions in present law.

- (g) A provisional teacher who has not attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his fourth year of employment shall be dismissed or discharged.

Present law requires that public school teachers and administrators be evaluated annually in accordance with the rules and procedures established by BESE and that such evaluations be based, in part, upon growth in student achievement using a value-added assessment model.

Proposed law deletes the requirement for use of a value-added assessment model and instead provides that such system be based on multiple indicators of student growth and achievement using multiple data sources as determined by BESE.

Present law includes in BESE's powers and duties with respect to the evaluation of public school teachers and administrators the responsibility to establish the components of effective teaching.

Proposed law retains these provisions but provides for the "principles" of effective teaching instead of the "components" of effective teaching and provides that the principles of effective teaching shall include, at a minimum, the following standards and indicators:

1. Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
 - (a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
 - (b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develops differentiated and enhanced learning experiences, and improves future instruction.
 - (c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

2. Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
 - (a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 - (b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
 - (c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths,

and challenges are respected.

- (d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
3. Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, care givers, community members, and organizations.
- (a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.
 - (b) Collaboration indicator: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
 - (c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families regarding student learning and performance.
4. Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- (a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
 - (b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
 - (c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.
 - (d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.
 - (e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.
 - (f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

Present law requires the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations regarding the development of a value-added assessment model and identify measures of student growth for grades and subjects for which value-added data is not available. Provides for the composition of the committee and for reporting dates.

Proposed law instead requires the state superintendent of education to appoint and convene a Teacher Effectiveness and Evaluation Advisory Committee to make recommendations regarding the development of the principles of effective teaching and a teacher and administrator evaluation program based upon multiple indicators and data sources and the adoption of standards of effectiveness. Provides that the advisory committee include at least to public school parents and the following groups or organizations as follows:

1. Four members appointed by the Associated Professional Educators of Louisiana.
2. Eight members appointed by the Louisiana Association of Educators.
3. Eight members appointed by the Louisiana Federation of Teachers.
4. Three members appointed by the Louisiana Association of School Superintendents.
5. Five members appointed by the Louisiana Association of Principals.
6. Two members appointed by the Louisiana Association of Public Charter Schools.
7. One member of the Senate Committee on Education, appointed by the chairman thereof.
8. One member of the House Committee on Education, appointed by the chairman thereof.
9. The dean of the college of education from each public four-year postsecondary institution and one faculty member from each such college of education appointed by the dean thereof who shall serve as ex officio members.

Provides that members of the committee shall serve without compensation.

Provides that the initial meeting of the committee shall be held not later than August 30, 2012.

Present law requires BESE to submit a written report to the Senate and House committees on education by March first of each year regarding the implementation, results, and effectiveness of the value-added assessment model.

Proposed law deletes the reference to the value-added assessment model and requires that the report be made relative to the teacher and administrator evaluation program as provided in proposed law.

Present law makes a teacher's effectiveness using value-added data as a factor in determining whether a teacher meets the requirements for initial teacher certification or certificate renewal.

Proposed law deletes the requirement that use of value-added data be a factor in determining teacher effectiveness for certification purposes.

Present law requires that by the beginning of the 2012-2013 school year, that 50% of a teacher or administrator's annual evaluation be based on growth in student achievement using a value-added assessment model for grades and subjects for which value-added data is available. Requires BESE to establish measures of student growth for grades and subjects for which value-added data is not available.

Proposed law deletes the requirement for use of value-added data to measure teacher effectiveness and instead provides for multiple measures of effectiveness based on multiple indicators of student growth and achievement using multiple data sources.

Present law provides that teachers and administrators employed by charter schools be annually evaluated using the value-added assessment model developed by BESE. Further provides that by the beginning of the 2012-2013 school year, 50% of each teacher and administrator's annual evaluation be based upon growth in student achievement using the value-added assessment model.

Proposed law deletes the requirement for use of a value-added assessment model and instead provides that such employees be evaluated by using multiple indicators of student growth and achievement using multiple data sources as determined by BESE.

Proposed law provides that any and all funds and sources of funding that have been designated or utilized by BESE or DOE to develop, implement, and administer teacher and administrator evaluation programs prior to the effective date of proposed law shall continue to be used to implement the provisions of proposed law.

Effective upon signature by the governor or on July 1, 2012, whichever date occurs first. If vetoed by the governor and subsequently approved by the legislature, proposed law shall become effective on the day following such approval.

(Amends R.S. 17:10.1(B) and (C), 441, 442, 3881(A), 3882(2) and (5), 3883(A)(1), (6) and (8), 3886(A), 3902(B)(3) and (5), and 3997(D)(1)(a) and (2); repeals R.S. 17:3883(A)(7))