HLS 16RS-916 ORIGINAL

2016 Regular Session

HOUSE BILL NO. 479

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BY REPRESENTATIVE IVEY

TEACHERS/EVALUATION: Provides relative to the evaluation of teachers and administrators

AN ACT

2	To amend and reenact R.S. 17:3902(B)(5), relative to the evaluation of teachers and
3	administrators; to reduce the percentage of an evaluation that is based on growth in
4	student achievement using a value-added assessment model; to set specific
5	parameters within which a board may determine this percentage for teachers and
6	administrators at certain schools; and to provide for related matters.
7	Be it enacted by the Legislature of Louisiana:
8	Section 1. R.S. 17:3902(B)(5) is hereby amended and reenacted to read as follows:
9	§3902. Evaluation program; process
10	* * *
11	B. The elements of evaluation and standards for effectiveness shall be
12	defined by the board pursuant to rules and regulations promulgated for such purpose.
13	Such rules and regulations shall require that, at a minimum, local evaluation plans
14	contain the following elements:
15	* * *
16	(5) Measure of effectiveness. Fifty percent (a) A percentage of such
17	evaluations shall be based on evidence of growth in student achievement using a
18	value-added assessment model as determined by the state board for grade levels and
19	subjects for which value-added data is available. The percentage shall be based on
20	the letter grade the school has been assigned pursuant to the school and district

CODING: Words in struck through type are deletions from existing law; words <u>underscored</u> are additions.

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accountability system. At a "D" or "F" school, the percentage shall be thirty-five
percent. The local board may determine the percentage within a specified range a
an "A", "B", or "C" school. At an "A" or "B" school, the minimum percentage shall
be fifteen percent and the maximum percentage shall be thirty-five percent. At a "C"
school, the minimum percentage shall be twenty-five percent and the maximum
percentage shall be thirty-five percent.
(b) For grade levels and subjects for which value-added data is not available
and for personnel for whom value-added data is not available, the state board shall
establish measures of student growth. The model shall take into account important
student factors, including but not limited to special education, eligibility for free or
reduced price meals, student attendance, and student discipline.
(c) However, neither the value-added model nor the measures of student
growth for grade levels and subjects for which value-added data are not available
shall, in any given year, include a test score or data of a student who has ten or more
unexcused absences in any school semester in that year.
(d) The state board shall develop and adopt a policy to invalidate such studen
growth data for any teacher for any school year in which there is a natural disaster
or any other unexpected event that results in the temporary closure of the school.
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## **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 479 Original

2016 Regular Session

Ivey

**Abstract:** Relative to the evaluation of teachers and administrators, reduces percentage of which an evaluation shall be based on growth in student achievement to a maximum of 35% and grants local school boards discretion, within specified parameters, in determining this percentage at "A", "B", and "C" schools.

<u>Present law</u> requires annual evaluations by local public school boards of all teachers and administrators in accordance with State Bd. of Elementary and Secondary Education (BESE) rules and regulations. Provides that the elements of evaluation and standards for effectiveness shall be defined by BESE. <u>Proposed law</u> retains <u>present law</u>.

<u>Present law</u> requires that 50% of each evaluation be based on evidence of growth in student achievement using a value-added assessment model as determined by BESE (commonly known as "VAM"). <u>Proposed law</u> reduces this percentage for certain schools and grants the local school board discretion in determining this percentage within specified parameters for others, according to the school's letter grade pursuant to the school and district accountability system. For "D" and "F" schools, lowers this percentage <u>from</u> 50% <u>to</u> 35%. For "C" schools, grants the school board discretion within a 25-35% range, and for "A" and "B" schools, grants the school board discretion within a 15-35% range.

<u>Present law</u> requires that at the conclusion of the evaluation the evaluator shall determine if the teacher or administrator is effective or ineffective. Requires BESE annually to report to the House and Senate education committees regarding the implementation, results, and effectiveness of the value-added assessment model. Proposed law retains present law.

(Amends R.S. 17:3902(B)(5))