

2017 Regular Session

HOUSE BILL NO. 532

BY REPRESENTATIVE HOFFMANN

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

EDUCATION: Removes requirements for use of a value-added assessment model with regard to school and district accountability and teacher evaluations

1 AN ACT

2 To amend and reenact R.S. 17:10.1(B), 3883(A)(3), 3886(A), 3902(B)(5), and 3997(D)(1)
3 and (2) and to repeal R.S. 17:10.1(C) and 3883(A)(6), (7), and (8), relative to
4 methodology used for school and district accountability and teacher evaluations; to
5 remove requirements for the use of a value-added assessment model in
6 determinations made with regard to school and district accountability and teacher
7 evaluations; to remove requirements that specify the percentages of such evaluations
8 to be based upon value-added data; to remove the requirement that the State Board
9 of Elementary and Secondary Education set standards relative to evaluation
10 determinations; to require the State Board of Elementary and Secondary Education
11 to provide for best practices and research-based models to be used by local school
12 systems in establishing procedures for teacher evaluations; to repeal requirements
13 relative to the convening, membership, duties, and compensation of an advisory
14 subcommittee of the Accountability Commission; and to provide for related matters.

15 Be it enacted by the Legislature of Louisiana:

16 Section 1. R.S. 17:10.1(B), 3883(A)(3), 3886(A), 3902(B)(5), 3997(D)(1) and (2)
17 are hereby amended and reenacted to read as follows:

18 §10.1. School and district accountability system; purpose; responsibilities of state
19 board

20 * * *

1 B. The State Board of Elementary and Secondary Education, hereafter
2 referred to as the "state board", shall provide for a statewide system of accountability
3 for schools and school districts based on student achievement and minimum
4 standards for the approval of schools pursuant to R.S. 17:10. ~~Beginning with the~~
5 ~~2011-2012 school year, such system shall be based, in part, on growth in student~~
6 ~~achievement using a value-added assessment model as determined by the state board.~~
7 ~~The program shall include, at a minimum, clear and appropriate standards for schools~~
8 ~~and school districts, indicators for the assessment of schools and school districts,~~
9 ~~student achievement baselines, student growth targets, and appropriate minimum~~
10 ~~levels of student achievement for each public school and school district, rewards and~~
11 ~~corrective actions, specific intervals for assessment and reassessment of schools and~~
12 ~~school districts, a review process for evaluating growth targets, and technical~~
13 ~~assistance.~~

14 * * *

15 §3883. State Board of Elementary and Secondary Education; powers and duties

16 A. The board shall:

17 * * *

18 (3) ~~Set standards to use in determining whether the teacher has successfully~~
19 ~~met the evaluation qualifications for retaining or acquiring regular teacher~~
20 ~~certification.~~ Make available best practices, guidelines, and research-based models
21 to assist local school boards in establishing guidelines and procedures for the
22 evaluation process.

23 * * *

24 §3886. Teaching credentials; regular certification, permanent certification; effect of
25 evaluation

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

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

7 * * *

8 §3902. Evaluation program; process

9 * * *

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

14 * * *

(5) Measure of effectiveness. Fifty percent of such evaluations shall be based on evidence of growth in student achievement as determined by the board. Data derived from a value-added assessment model, as determined by the state board, shall be a factor provided to local boards to assist in determining evidence of student growth for grade levels and subjects for which value-added data is available and shall comprise thirty-five percent of the overall evaluation. 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 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. 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. The state board shall develop and adopt a policy to invalidate such student growth data for any

1 ~~teacher for any school year in which there is a natural disaster or any other~~
2 ~~unexpected event that results in the temporary closure of the school.~~

3 * * *

4 §3997. Charter school employees

5 * * *

6 D.(1)(a) Each governing authority of a charter school annually shall evaluate
7 every teacher and administrator employed at the school ~~using the value-added~~
8 ~~assessment model and measures of student growth as determined by the State Board~~
9 ~~of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).~~

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

13 (2) ~~Fifty percent of each teacher and administrator evaluation conducted~~
14 ~~pursuant to Paragraph (1) of this Subsection shall be based on evidence of growth in~~
15 ~~student achievement as determined by the state board.~~ Data derived from a value-
16 added assessment model, as determined by the state board, shall be a factor provided
17 to the governing authority to assist in determining evidence of student growth for
18 grade levels and subjects for which value-added data is available ~~and shall comprise~~
19 ~~thirty-five percent of the overall evaluation.~~ For grade levels and subjects for which
20 value-added data is not available, the state board shall establish measures of student
21 growth. The model shall take into account important student factors, including but
22 not limited to special education, eligibility for free or reduced price meals, student
23 attendance, and student discipline. ~~The state board shall develop and adopt a policy~~
24 ~~to invalidate such student growth data for any teacher for any school year in which~~
25 ~~there is a natural disaster or any other unexpected event that results in the temporary~~
26 ~~closure of the school.~~

27 * * *

28 Section 2. R.S. 17:10.1(C) and 3883(A)(6), (7), and (8) are hereby repealed in their
29 entirety.

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 532 Original

2017 Regular Session

Hoffmann

Abstract: Removes requirements for the use of a value-added assessment model in determinations made with regard to school and district accountability and teacher evaluations.

Proposed law changes present law relative to the use of a value-added assessment model for school and district accountability and teacher evaluations as follows:

School and District Accountability

Present law (R.S. 17:10.1) requires The State Board of Elementary and Secondary Education (BESE) to provide for a statewide system of accountability for schools and school districts based on student achievement and minimum standards for the approval of schools. Requires that such system be based, in part, on growth in student achievement using a value-added assessment model as determined by BESE. Requires BESE to develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools. Further requires that the accountability program include, at a minimum, clear and appropriate standards and indicators of assessment for schools and school districts, student achievement baselines and growth targets, rewards and corrective actions, a review process for evaluating growth targets, and technical assistance.

Proposed law retains present law requirement that BESE provide for an accountability system but deletes requirements that such system be based, in part, on growth in student achievement using a value-added assessment model and that BESE develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools. Proposed law deletes requirements that the program include appropriate standards and indicators of assessment for schools and school districts, student achievement baselines and growth targets, rewards and corrective actions, a review process for evaluating growth targets, and technical assistance.

Teacher Evaluation

Present law (R.S. 17:3902(B)(5) and 3997(D)) requires local public school boards and charter school governing authorities to use a value-added assessment model as determined by BESE for evaluating teachers. Requires that 50% of such evaluations be based on evidence of growth in student achievement as determined by BESE. Provides that data derived from the value-added assessment model shall be a factor in determining evidence of student growth for grade levels and subjects for which value-added data is available and shall comprise 35% of the overall evaluation. Provides that for grades and subjects for which and for personnel for whom value-added data is not available, BESE shall establish measures of student growth. Provides that the model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, attendance, and discipline. Except for evaluations for charter school teachers, prohibits the value-added model and the measures of student growth for grade levels and subjects for which value-added data are not available from including a test score or data of a student who has 10 or more unexcused absences in any school semester in that year. Require BESE to adopt a policy to invalidate such student 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.

Present law (R.S. 17:3886(A)) provides that except for teachers in charter schools who are not required to hold certification, teachers who have met the standard for effectiveness for three years during the initial certification or renewal process shall be issued a teaching certificate unless the local board appeals to BESE showing evidence that justifies discontinuation. Provides that teachers who do not meet the standard for effectiveness shall not be issued a certificate or have a certificate renewed unless the local board appeals to BESE showing evidence in favor of the issuance of a certificate.

Proposed law removes requirements for the use of a value-added assessment model in making evaluation determinations and for certain percentages of the evaluations to be based upon value-added data. Further removes the requirement that BESE develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools. Proposed law requires that data derived from a value-added assessment model as determined by BESE shall be provided to local boards charter school governing authorities to assist in determining evidence of student growth for grade levels and subjects for which value-added data is available. Otherwise retains present law.

Present law (R.S. 17:3883) requires BESE to set standards to use in determining whether the teacher has successfully met the evaluation qualifications for retaining or acquiring regular teacher certification. Proposed law requires instead that BESE make available best practices, guidelines, and research-based models to assist local school boards in establishing guidelines and procedures for the evaluation process.

Present law further requires BESE to require the Accountability Commission (established by BESE) to convene an advisory subcommittee of the commission to report and make recommendations on the overall effectiveness of the evaluation program, use of the value-added assessment model, and other specified matters pertaining to the evaluation process. Provides for subcommittee membership, compensation, meetings, and submission of reports. Proposed law repeals present law.

(Amends R.S. 17:10.1(B), 3883(A)(3), 3886(A), 3902(B)(5), and 3997(D)(1) and (2); Repeals R.S. 17:10.1(C) and 3883(A)(6), (7), and (8))