2018 Regular Session

HOUSE BILL NO. 651

BY REPRESENTATIVE HOFFMANN

TEACHERS/EVALUATION: Reduces the percentage of a teacher's evaluation that is based on growth in student achievement

1	AN ACT
2	To amend and reenact R.S. 17:3902(B)(introductory paragraph) and (5), relative to teacher
3	performance evaluations; to reduce the percentage of an evaluation that is based on
4	growth in student achievement; and to provide for related matters.
5	Be it enacted by the Legislature of Louisiana:
6	Section 1. R.S. 17:3902(B)(introductory paragraph) and (5) are hereby amended and
7	reenacted to read as follows:
8	§3902. Evaluation program; process
9	* * *
10	B. The elements of evaluation and standards for effectiveness shall be
11	defined by the state board pursuant to rules and regulations promulgated for such
12	purpose. Such rules and regulations shall require that, at a minimum, local
13	evaluation plans contain the following elements:
14	* * *
15	(5) Measure of effectiveness. Fifty percent of such evaluations shall be
16	based on evidence of growth in student achievement as determined by the board.
17	Data derived from a value-added assessment model, as determined by the board,
18	shall be a factor in determining evidence of student growth for grade levels and
19	subjects for which value-added data is available and shall comprise thirty-five fifteen
20	percent of the overall evaluation. For grade levels and subjects for which value-

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1	added data is not available and for personnel for whom value-added data is not		
2	available, the state board shall establish measures of student growth. The model		
3	shall take into account important student factors, including but not limited to special		
4	education, economic disadvantage, attendance, and discipline. However, neither the		
5	value-added model nor the measures of student growth for grade levels and subjects		
6	for which value-added data are not available shall, in any given year, include a test		
7	score or data of a student who has ten or more unexcused absences in any school		
8	semester in that year. The board shall develop and adopt a policy to invalidate such		
9	student growth data for any teacher for any school year in which there is a natural		
10	disaster or any other unexpected event that results in the temporary closure of the		
11	school.		
12	* * *		

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 651 Original	2018 Regular Session	Hoffmann

Abstract: Reduces the percentage of which a teacher's evaluation shall be based on growth in student achievement from 35% to 15%.

Present law relative to teacher evaluations, requires city, parish, and other local public school boards to use a value-added assessment model as determined by the State Board of Elementary and Secondary Education (BESE) for evaluating teachers and administrators. Requires that 50% of such evaluations shall be based on evidence of growth in student achievement using the model for grade levels and subjects for which value-added data is available. Further provides that data derived from the value-added model shall be a factor in determining student growth and shall comprise 35% of the overall evaluation. Provides that for or grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, BESE shall establish measures of student growth. Further requires that the model 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. 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. Provides that BESE shall 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.

<u>Proposed law</u> reduces the percentage of which a teacher's evaluation shall be based on growth in student achievement, as indicated by data from a value-added model, from 35% to 15%. Otherwise retains present law.

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(Amends R.S. 17:3902(B)(intro. para.) and (5))

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