
DIGEST

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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.

Proposed law 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.

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