

2016 Regular Session

HOUSE BILL NO. 650

BY REPRESENTATIVE PRICE

TEACHERS: Provides relative to measures of effectiveness as a factor in teacher evaluations and salaries

1 AN ACT

2 To amend and reenact R.S. 17:418(B)(1) and 3902(B)(introductory paragraph) and (5),
3 relative to teacher performance evaluations; to remove the requirement that salary
4 schedules for teachers, administrators, and other certified employees be based on
5 effectiveness as determined by the teacher evaluation program; to permit city, parish,
6 and other local public school boards to determine the percentage of an evaluation
7 that is based on growth in student achievement using a value-added assessment
8 model; and to provide for related matters.

9 Be it enacted by the Legislature of Louisiana:

10 Section 1. R.S. 17:418(B)(1) and 3902(B)(introductory paragraph) and (5) are
11 hereby amended and reenacted to read as follows:

12 §418. Salaries; teachers and other school employees

13 * * *

14 B.(1) Salary schedules established for teachers, administrators, and other
15 certified school personnel shall be based upon the following criteria, with no one
16 criterion accounting for more than fifty percent of the formula used to compute such
17 employees' salaries:

18 (a) ~~Effectiveness, as determined by the performance evaluation program as~~
19 ~~provided in R.S. 17:3881 through 3905.~~

1 ~~(b)~~ Demand inclusive of area of certification, particular school need,
2 geographic area, and subject area, which may include advanced degree levels.

3 ~~(c)~~ (b) Experience.

4 * * *

5 §3902. Evaluation program; process

6 * * *

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

11 * * *

12 (5) Measure of effectiveness. ~~Fifty percent~~ A portion of such evaluations
13 shall be based on evidence of growth in student achievement using a value-added
14 assessment model as determined by the state board for grade levels and subjects for
15 which value-added data is available. Each local board shall determine the portion
16 for the teachers and administrators employed in its system, which shall be in a range
17 from a minimum of fifteen percent to a maximum of twenty-five percent. For grade
18 levels and subjects for which value-added data is not available and for personnel for
19 whom value-added data is not available, the state board shall establish measures of
20 student growth. The model shall take into account important student factors,
21 including but not limited to special education, eligibility for free or reduced price
22 meals, student attendance, and student discipline. However, neither the value-added
23 model nor the measures of student growth for grade levels and subjects for which
24 value-added data are not available shall, in any given year, include a test score or
25 data of a student who has ten or more unexcused absences in any school semester in
26 that year. The state board shall develop and adopt a policy to invalidate such student
27 growth data for any teacher for any school year in which there is a natural disaster
28 or any other unexpected event that results in the temporary closure of the school.

29 * * *

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 650 Original

2016 Regular Session

Price

Abstract: Deletes the requirement that salary schedules for teachers, administrators, and other certified employees be based on effectiveness as determined by the teacher performance evaluation program; to permit local public school boards to determine the portion of an evaluation that is based on growth in student achievement using a value-added assessment model.

Present law provides relative to salary schedules for public school teachers and other public school employees. Requires that such schedules for teachers, administrators, and other certified school employees shall be based on effectiveness as determined by the teacher performance evaluation program; demand, inclusive of area of certification, particular school need, geographic area, and subject area, which may include advanced degree levels; and experience. Provides that such salaries shall be considered as full compensation for all work required within each employee's prescribed scope of duties and responsibilities. Prohibits any teacher or administrator rated as "ineffective" pursuant to present law performance evaluation program from receiving a higher salary in the year following the evaluation than he received in the year of the evaluation. Prohibits salary reductions, with certain exceptions. Proposed law deletes the requirement that salary schedules for teachers, administrators, and other certified employees be based on effectiveness as determined by the teacher performance evaluation program. Otherwise retains present law.

Present law relative to the teacher evaluation program, requires city, parish, and other local public school boards to use a value-added assessment model as determined by the State Bd. 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. For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, provides that BESE shall establish measures of student growth. Further requires that 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. 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 retains present law but deletes the 50% requirement and instead permits each local board to determine the portion for the teachers and administrators employed in its system, which shall be in a range from a minimum of 15% to a maximum of 25%.

(Amends R.S. 17:418(B)(1) and 3902(B)(intro. para.) and (5))