
DIGEST

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HB 723 Original

2016 Regular Session

Price

Abstract: Requires that evaluations for public school teachers and administrators include multiple quantitative measures of student achievement and provides relative to the percentage of such evaluations based upon value-added data.

Present law provides for periodic evaluations of professional education employees (teachers and administrators) based in part on growth in student achievement using a value-added assessment model. Proposed law instead provides for a professional employee evaluation program that uses multiple measures of student achievement, which includes a value-added assessment model as determined by the State Board of Elementary and Secondary Education (BESE).

Present law provides that teacher certification and renewal of certification is contingent upon whether the teacher has met the standard for effectiveness as determined by BESE using value-added data. Further provides that if a teacher's evaluation demonstrates he has not met the standard for effectiveness using either value-added data or other components of the evaluation for three years, BESE shall not issue or renew the teacher's certificate, unless successfully appealed. Proposed law deletes references to "value-added data" and instead requires that certification and renewal of certification is contingent upon whether a teacher meets the standard for effectiveness as determined by BESE.

Present law requires that 50% of teacher and administrator evaluations be based on evidence of growth in student achievement using a value-added assessment model for grade levels and subjects for which value-added data is available. Provides that BESE will establish measures of student growth for grades and subjects for which value-added data is not available and for personnel for whom value-added data is not available.

Proposed law provides that teacher and administrator evaluations be based, in part, on evidence of growth in student achievement using multiple quantitative measures of student achievement, which shall include a value-added data assessment model, as determined by BESE.

Proposed law specifies that data derived through a value-added assessment model shall not comprise more than 50% of the quantitative portion of the evaluation. Further provides that the remaining percentage of the quantitative portion of the evaluation shall be comprised of measures of student growth as determined by the school principal.

Present law provides that the value-added assessment model must take into account student factors such as special education, eligibility for free or reduced price meals, student attendance, and student

discipline. Proposed law retains present law.

Present law prohibits the value-added model and the measures of student growth established for grades and subjects for which value-added data are not available from including a test score or data of a student who had 10 or more unexcused absences in any semester in a school year. Proposed law deletes all "value-added" references and instead provides that no measure of growth in student achievement shall include a test score or other data of a student who has 10 or more unexcused absences in any semester in a given year.

Proposed law aligns the provisions in the charter school law relative to teacher and administrator evaluations with those for teachers and administrators in traditional public schools.

Effective upon signature of governor or lapse of time for gubernatorial action.

(Amends R.S. 17:3881(A), 3886(A), 3902(B)(5), and 3997(D)(1) and (2))