2025 Regular Session

HOUSE BILL NO. 391

## BY REPRESENTATIVE STAGNI

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

## TEACHERS/EVALUATION: Amends the student growth component in the evaluation of teachers and administrators

1	AN ACT
2	To amend and reenact R.S. 17:3902(B)(5), relative to the evaluation of teachers and
3	administrators; to prohibit the inclusion of test scores or data of certain students in
4	the value-added assessment model; and to provide for related matters.
5	Be it enacted by the Legislature of Louisiana:
6	Section 1. R.S. 17:3902(B)(5) is hereby amended and reenacted to read as follows:
7	§3902. Evaluation program; process
8	* * *
9	B. The elements of evaluation and standards for effectiveness shall be
10	defined by the board pursuant to rules and regulations promulgated for such purpose.
11	Such rules and regulations shall require that, at a minimum, local evaluation plans
12	contain the following elements:
13	* * *
14	(5)(a) Measure of effectiveness. Fifty percent of such evaluations shall be
15	based on evidence of growth in student achievement as determined by the board.
16	Data derived from a value-added assessment model, as determined by the board,
17	shall be a factor in determining evidence of student growth for grade levels and
18	subjects for which value-added data is available and shall comprise thirty-five
19	percent of the overall evaluation. For grade levels and subjects for which value-
20	added data is not available and for personnel for whom value-added data is not

## Page 1 of 3

CODING: Words in struck through type are deletions from existing law; words <u>underscored</u> are additions.

1	available, the board shall establish measures of student growth. The model shall take
2	into account important student factors, including but not limited to special education,
3	economic disadvantage, attendance, and discipline. However, neither
4	(b)(i) Neither the value-added model nor the measures of student growth for
5	grade levels and subjects for which value-added data are not available shall, in any
6	given school year, include a test score or data of a student who has ten or more
7	unexcused absences, whether excused, unexcused, consecutive, or non-consecutive,
8	in any school semester in that school year.
9	(ii) When a student has ten or more absences as provided for in Item (i) of
10	this Subparagraph, the following shall not be considered factors in an evalution
11	relative to such absences: credit recovery, academic credit, and attendance credit.
12	(c) The board shall develop and adopt a policy to invalidate such student
13	growth data for any teacher for any school year in which there is a natural disaster
14	or any other unexpected event that results in the temporary closure of the school.
15	(b) (d) Each person being evaluated and his evaluator shall meet for the
16	purpose of discussing the student learning targets of each student. Student learning
17	targets not discussed in a meeting between a person and his evaluator shall not be
18	used in the person's evaluation.
19	* * *

## 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 391 Original	2025 Regular Session	Stagni

Abstract: Prohibits the inclusion of the test scores or data of students with certain attendance records in the value-added assessment model or other measures of student growth.

<u>Present law</u> provides that every teacher and administrator who is employed by a local board shall be formally evaluated annually by the local school board pursuant to <u>present law</u>.

<u>Present law</u> provides that the elements of evaluation and standards for effectiveness shall be defined by the State Bd. of Elementary and Secondary Education (BESE) and shall require that, at a minimum, local evaluation plans contain certain elements, including a job

description, a professional growth plan, observation and conferencing, and classroom visitation.

<u>Present law</u> requires that one such element be a measure of effectiveness. Further provides that 50% of such evaluations shall 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.

<u>Present law</u> provides that the measures of student growth, in any given year, shall not include a test score or data of a student who has 10 or more unexcused absences in any school semester in that year. <u>Proposed law</u> additionally provides that a test score or date shall not be included whether the absences are excused, consecutive, or nonconsecutive within a semester of a school year.

(Amends R.S. 17:3902(B)(5))