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The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Jeanne C. Johnston.

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DIGEST

SB 32 Original

2015 Regular Session

Mills

Proposed law generally replaces the terms "value-added" and "value-added assessment model" with the terms "multiple measures of student achievement, which may include a value-added assessment model", and "professional evaluation program" throughout the laws relative to the evaluation of public school teachers and administrators. Proposed law further deletes language throughout these statutes that makes a distinction between grades and subjects for which value-added data are available and those for which value-added data are not available.

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 utilizes classroom observations and multiple measures of student achievement, which may include a value-added assessment model as determined by the State Board of Elementary and Secondary Education (BESE).

Present law requires BESE's Accountability Commission to convene an advisory subcommittee to report on and make recommendations for changes to board policy or state law with respect to the value-added assessment model, including measures of student growth for grades and subjects for which value-added data is available and for those grades and subjects for which value-added data is not available.

Proposed law instead charges the subcommittee to report on and make recommendations relative to the professional employee evaluation program as determined by BESE as provided in law.

Present law provides that all of the six teachers appointed to the advisory subcommittee of the Accountability Commission teach subjects for which value-added data are available.

Proposed law provides instead that at least three of the six teachers appointed to the subcommittee teach subjects for which value-added data are available.

Present law requires BESE to submit a report to the Senate and House committees on education prior to the 2011 and 2012 legislative sessions regarding the status of the development of the value-added assessment model.

Proposed law deletes this outdated provision.

Present law requires BESE, beginning in 2013 and thereafter, to submit a written report to the Senate

and House committees on education by March 1st of each year, and as otherwise requested by the committees, regarding the implementation, results, and effectiveness of the value-added assessment model.

Proposed law retains the annual reporting requirement but replaces the reference to the "value-added assessment model" with "professional employee evaluation program for teachers and administrators".

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 in accordance with law.

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 instead that teacher and administrator evaluations be based, in part, on evidence of growth in student achievement using multiple quantitative measures of student achievement, which may 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 25% of the quantitative portion of the evaluation.

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 this provision

Present law provides that neither the value-added model nor the measures of student growth established for grades and subjects for which value-added data are not available shall include a test score or data of a student who had ten 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 ten or more unexcused absences in any semester in a given year.

Proposed law changes the provisions relative to teacher and administrator evaluations in the charter

school law to be consistent with those for teachers and administrators in traditional public schools.

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

(Amends R.S. 17:3881(A), 3883(A)(6)(a)(intro para), (A)(6)(a)(iii)(bb) and (8), 3886(A), 3902(B)(5), and 3997(D)(1) and (2); repeals R.S. 17:3883(A)(7))