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The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Cheryl Serrett.

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DIGEST

SB 298 Original

2020 Regular Session

Jackson

Present law (R.S. 17:10.1) requires the State Board of Elementary and Secondary Education (BESE) to provide for a statewide system of accountability for schools and school districts based on student achievement and minimum standards for the approval of schools. Requires that such system be based, in part, on growth in student achievement using a value-added assessment model as determined by BESE. Requires BESE to develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

Proposed law retains present law requirement that BESE provide for an accountability system but deletes requirements that such system be based, in part, on growth in student achievement using a value-added assessment model and that BESE develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

Present law (R.S. 17:3883(A)(3)) requires BESE to set standards to use in determining whether the teacher has successfully met the evaluation qualifications for retaining or acquiring regular teacher certification.

Proposed law requires instead that BESE make available best practices, guidelines, and research-based models to assist local school boards in establishing guidelines and procedures for the evaluation process.

Present law (R.S. 17:3883(A)(6)-(8)) requires BESE to require the Accountability Commission (established by BESE) to convene an advisory subcommittee of the commission to report and make recommendations on the overall effectiveness of the evaluation program, use of the value-added assessment model, and other specified matters pertaining to the evaluation process. Provides for subcommittee membership, compensation, meetings, and submission of reports.

Proposed law repeals present law.

Present law (R.S. 17:3886(A)) provides that teachers who have met the standard for effectiveness, using value-added data, for three years during the initial certification or renewal process shall be issued a teaching certificate unless the local board appeals to BESE showing evidence that justifies discontinuation. Provides that teachers who do not meet the standard for effectiveness shall not be issued a certificate or have a certificate renewed unless the local board appeals to BESE showing evidence in favor of the issuance of a certificate.

Proposed law removes requirements for the use of a value-added assessment model in making

evaluation determinations.

Present law (R.S. 17:3902(B)(5) and 3997(D)) requires local public school boards and charter school governing authorities to use a value-added assessment model as determined by BESE for evaluating teachers. Requires that 50% of such evaluations be based on evidence of growth in student achievement as determined by BESE. Provides that data derived from the value-added assessment model shall be a factor in determining evidence of student growth for grade levels and subjects for which value-added data is available and shall comprise 35% of the overall evaluation. Provides that for grades and subjects for which and for personnel for whom value-added data is not available, BESE shall establish measures of student growth. Provides that the model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, attendance, and discipline. Except for evaluations for charter school teachers, 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. Require BESE to 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 removes requirements for the use of a value-added assessment model for making evaluations and for certain percentages of the evaluations to be based upon value-added data and instead provides the value added data collected by the state shall be to local boards, including charter governing authorities, to assist in determining evidence of student growth for grade levels and subjects for which value-added data is available. Further removes the requirement that BESE develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

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

(Amends R.S. 17:10.1(B), 3883(A)(3), 3886(A), 3902(B)(5), and 3997(D)(1)(a) and (2); repeals R.S. 17:10.1(C) and 3883(A)(6)-(8))