

HB 1033 – STRENGTHENING TEACHER EVALUATION AND DEVELOPMENT TO ENSURE EFFECTIVE TEACHERS IN EVERY CLASSROOM

What is the purpose of HB 1033?

HB1033 is designed to assure Louisiana parents and citizens that *every student is taught by an effective teacher* and every school is led by an effective school leader. HB 1033 accomplishes this by improving current law and incorporating student academic growth and value-added data in annual teacher and school evaluations.

What is value-added data?

Value-added measurement is a mechanism to do an *“apples-to-apples” comparison* of students and their teachers. The data allows us to measure educational *outputs*. HB 1033 proposes value-added student growth data be used as *one of the criteria* by which teachers are evaluated and developed. Value-added data measures whether a teacher's students scored better or worse than expected on standardized tests using a statistical formula that predicts a child's test scores based on past performance. This data also takes into account important student characteristics such as eligibility for special education services, free and reduced lunch status, behavior, and school attendance so that we can more fairly compare and evaluate educators who teach similar students in Louisiana. Using this data, we will be able to identify effective teachers and those that need more support.

Why do we need it?

The current *evaluation system is broken*. Today, our evaluation system only looks at the inputs of teaching. HB 1033 would incorporate the outputs and outcomes of teaching into the evaluation system, making it more comprehensive, objective, and fair. For more than 30 years, *98%* of all teachers in Louisiana have been *rated “satisfactory”* under the existing evaluation system. Further, over that same time period, *less than 1%* of all teachers were *rated as “needing improvement,”* yet *1/3rd – more than 200,000 – of Louisiana students are performing below grade-level today.*

Current evaluation programs do not provide teachers with measures of their strengths or specific areas where they are underperforming. Value-added data offers a tool to target professional development activities of a teacher to those areas needing more focus. This is because value-added is a measurement which does not exist in our current evaluation system. This will give teachers the best opportunity to improve their instruction and enhance student learning.

How is it already used in Louisiana?

Louisiana is recognized as a national leader in its use of the value-added model. Nearly *75 schools* across the state and the students and teachers in them are already benefiting from this model. Louisiana's *Teacher Advancement Program (TAP)* relies on value-added to guide professional development and improve teacher effectiveness. More than *77%* of these schools are experiencing *more than one year of growth in student achievement*. The *Value-Added Teacher Preparation Assessment Model*, operational for more than 3 years based on the Blue Ribbon Commission's recommendation, measures the effectiveness of teacher preparation programs by tying student growth measures to their teachers, and to the colleges and universities that trained those teachers.

How would HB 1033 change existing law?

SECTION	DESCRIPTION	CURRENT LAW	PROPOSED LEGISLATION
10.1	School & District Accountability	BESE creates statewide accountability system based on student achievement	Keeps current law <ul style="list-style-type: none"> Adds, effective 2011-12, student growth based on value-added model to school accountability (percentage determined by BESE)
3881	Purpose of Evaluation System	Defines LATAPP evaluation and support program for only <i>new</i> teachers	Restructures LATAPP and assures annual evaluation and targeted support for <i>all</i> teachers
3883	BESE Powers	Establishes components of effective teaching	Keeps current law <ul style="list-style-type: none"> Establishes measures, standards of effectiveness (evaluation & value-add)
3883(A)(5)	Teacher Due Process	Assures grievance process for teachers in current evaluation system	Keeps current law <ul style="list-style-type: none"> Extends grievance process for teacher ratings under new evaluation system
3884	Data Disclosure	Allows data on teacher evaluations and school performance to be publicized on <i>school-level</i> basis, not on individual level	Keeps current law <ul style="list-style-type: none"> Beginning 2012-13, allows value-added data to be made publicly available only on <i>school-level</i> basis
3885	Teacher Assistance & Professional Development	Requires professional development for all teachers in first 3 years of teaching	Keeps current law <ul style="list-style-type: none"> Assures targeted support for all teachers where evaluation identifies areas for improvement
3886	Certification	Establishes process for granting certification or renewal based on teacher receiving a successful evaluation	Ensures teachers are certified or renewed if “effective” on raising student growth data as compared to teachers teaching similar kinds of students; <ul style="list-style-type: none"> Allows local board to appeal for certification or renewal if teacher receives 3 “ineffective” ratings on student growth or other evaluation components
3902	Evaluation Components / Measures of Effectiveness	Requires <i>formal</i> evaluation once every 3 years and <i>informal</i> every year; requires classroom observations and conferencing	Keeps current law – including conferencing & classroom observations <ul style="list-style-type: none"> Assures <u>annual</u> <i>formal</i> evaluation; Evaluations will include measures of effectiveness (starting 2012-2013) in that 50% of evaluation based on evidence of student academic growth using value-added model where available and other measures determined by BESE for non-tested grades/subjects Value-added model will take into account student poverty, disability, discipline, and attendance
3902(B)(5)	Extraordinary Circumstances	NOT PROVIDED IN CURRENT LAW	Requires BESE to invalidate student growth data before scores are calculated and published if unexpected event results in significant disruption to classroom learning (i.e., hurricane or school shooting)
3902(C)	Intensive Assistance Plan (IAP) & Teacher Dismissal	Requires teachers be placed on IAP if receive one “unsatisfactory” rating received; requires formal evaluation at end of IAP, if still “unsatisfactory” local board <i>must</i> terminate teacher	Keeps current law; <ul style="list-style-type: none"> Changes “unsatisfactory” to “ineffective”; Assures IAP is targeted to teacher’s specific deficiencies, giving teachers better quality professional development to address weaknesses
3902(C)(3)	Recognizing, Rewarding, & Retaining Highly Effective Teachers	NOT PROVIDED IN CURRENT LAW	Requires BESE to set standard of “highly effective” for use by local boards to identify, recognize, reward, and retain those teachers who demonstrate high levels of effectiveness
3903	Evaluators – Selection & Training	Requires boards to create accountability registers	Keeps current law