

Louisiana

Law Analyzed	Act No. 54, Bulletin 130, Act 1, Act 2, Bulletin 996
Date Passed	2010, 2012
Overall Rating	10

In 2010, as part of the state's Race to the Top effort, a split Louisiana legislature passed Act 54, which requires value-added measures of student growth as part of the state accountability system and sets requirements for teacher evaluations based in part on these student growth measures. Act 54 also mandated an Advisory Committee on Educator Evaluations, which developed and submitted recommendations to the State Board of Elementary and Secondary Education (BESE) in December 2011 as revisions to Bulletin 130, BESE's policy on educator evaluation. Bulletin 130 was further revised in April 2012, based on lessons from a pilot of the evaluation system. Louisiana has developed a value-added model, as required by the law, and a comprehensive evaluation model, COMPASS. In 2009-10 the state piloted the value-added model in 19 districts and a cluster of charter schools, and in 2010-11 it piloted the full COMPASS model in nine districts and one charter LEA. Act 54 will be fully implemented statewide in the 2012-13 school year.

In April 2012, Governor Bobby Jindal (R), signed two pieces of legislation—Act 1 and Act 2—that make additional changes to the state's teacher effectiveness policies, including giving principals authority over teacher hiring and placement; requiring hiring, assignment, and dismissal decisions to be based on teacher effectiveness; requiring layoffs to be based on performance rather than seniority; requiring compensation based on performance; and linking tenure to effectiveness. Areas for further improvement in Louisiana include transparent reporting to parents and the public on teacher effectiveness, and preventing students from being consecutively taught by ineffective teachers.

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Criteria	Explanation	Score
Are teachers evaluated at least annually?	Yes.	
Are principals, as well as teachers, evaluated?	Yes. Act 54 requires evaluation of both teachers and administrators.	
Is evidence of student learning a factor in teacher evaluations?	Student growth accounts for 50 percent of all teachers' evaluations. This measure is derived from Louisiana's value-added model, where available. Where value-added data is not available, this measure is assessed based on student progress towards student learning targets agreed to by the teacher and evaluator at the start of the school year.	
Do evaluations differentiate between multiple levels of educator performance?	Act 54 defined three levels of effectiveness: highly-effective, effective, and ineffective. Bulletin 130 defines four levels, by breaking the effective category into two levels—effective: emerging and effective: proficient—to provide teachers with more specific and actionable feedback on their performance.	
Are parents and the public provided clear information about teacher effectiveness?	The law requires the superintendent of education to make available to the public data that may be useful for conducting statistical analyses and evaluations of education personnel but forbids revealing the evaluation report of any particular employee.	
Are educator preparation programs accountable for graduates' effectiveness?	Louisiana's work to evaluate the impact of teacher preparation programs' graduates on student learning pre-dates recent teacher effectiveness legislation, and is addressed in Bulletin 996.	
Is tenure linked to effectiveness?	Yes. Under Act 1 teachers must be rated "highly-effective" for five years in a six year period in order to earn tenure, and teachers who are rated "ineffective" lose their tenure.	

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Does state provide clear authority to dismiss ineffective teachers and a reasonable process for doing so?	Teachers who do not meet standards for effectiveness are placed in an intensive assistance program. If the program is not completed successfully, or the teacher remains ineffective after completing the program, the local school board shall initiate termination proceedings. The teacher may request a hearing by a panel consisting of a designee of the superintendent, a designee of the principal, and a designee of the teacher. The panel submits recommendations to the superintendent, who may choose to reinstate the teacher. The teacher may, within 30 days, appeal to a court of competent jurisdiction, which may overturn the decision if it finds it "arbitrary and capricious." Court shall review the case within 10 days of petition, and review is limited to evidence presented at the tenure hearing panel.	●
Is effectiveness, rather than seniority, the primary consideration in reductions in force?	Act 1 requires that reductions in force be based on performance, as measured by the evaluation system, and prohibits use of seniority or tenure as a primary consideration in such decisions.	●
In cases of teacher excessing, is there a process for teachers to secure new positions through mutual consent, and for those who cannot do so to eventually be discharged from employment?	The law does not provide a process for discharge from employment of teachers who are excessed and fail to obtain a new position through mutual consent.	○

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Do principals have authority to decide who teaches in their schools?	Yes. Act 1 changes state law to transfer responsibility for hiring and other personnel decisions from school boards to superintendents and requires superintendents to delegate hiring, assignment, and dismissal decisions to principals.	<input checked="" type="radio"/>
Does the law protect students from being consecutively assigned to ineffective teachers?	No.	<input type="radio"/>
Are effective teachers rewarded with increased compensation?	Yes. Act 1 requires that effectiveness be included as a factor in district salary schedules and prohibits a teacher rated "ineffective" from receiving a higher salary in the year following the evaluation.	<input checked="" type="radio"/>