



NEWS RELEASE

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Superintendent Issues Doe V. Deasy Guidelines Data on Pupil Progress Now a Factor in Teacher Evaluation

LOS ANGELES – Los Angeles Unified School District (LAUSD) Superintendent John Deasy today issued guidelines to all principals in the District to take steps to comply with the Doe v Deasy court ruling. Effective immediately, LAUSD administrators must explicitly include and consider data of pupil progress during the initial goal-setting phase with teachers and used when determining the overall performance in the final evaluation.

In the released guidance to principals, the assessment of student progress and other student data-driven results will carry a weight limited to 30% of the total evaluation determination. Observed classroom performance and other similar factors will remain the primary and controlling factors.

“These guidelines are a vital step in our continuing effort to provide students with the highest-performing teachers,” said Deasy. “I look forward to working with the teacher’s union and principals in successfully implementing this system.”

This directive is a result of the Supplement Agreement ratified by members of UTLA on January 19, 2013 and adopted by the LAUSD Board of Education on February 12, 2013. The Supplemental Agreement was reached in response to the Doe v. Deasy Court Order enforcing the requirements of the Stull Act, which compel the District to evaluate teacher performance as it reasonably relates to student growth and progress toward District standards and State standards for pupil achievement, as measured by State-adopted criterion-referenced student testing results under the California State Testing program (the “CSTs”).

The District has consistently maintained that measures of student achievement should not be used as the sole means of measuring quality or effectiveness of instruction.

By the start of the 2013/14 school year, all principals will be trained to implement a full multiple-measure system, which includes the pupil progress factor (or Contributions to Student Outcomes), comprised of both individual classroom level and school-wide assessment of pupil progress. Details about the other measures include in the full multiple-measure system will be released throughout the remainder of the school year, as discussions with the District's labor partners progress, and as policy and implementation decisions are finalized.

"It is critical that we not only learn from the classrooms and schools where exceptional teaching and learning is taking place, but that we provide an organized opportunity for teachers to receive useful feedback about their practice and provide meaningful pathways for development and growth," said Deasy. "Our teachers deserve nothing less."

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