

Louisiana Believes

**Accountability Commission
June 1, 2020**

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Agenda

- Interests and Opportunities Update
- Mathematica Promotion Power Research
- Upcoming Meetings

2019-2020 Baseline Year Policy

For the 2019-2020 school year, the Interests and Opportunities Index comprised 5% of the School Performance Score formula. Schools serving grades K-8 were evaluated based on course enrollment and completion of a survey, while schools serving grades 9-12 were only evaluated based on completion of a survey.

Component	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none">Completed by principals, validated by superintendentsSix categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & EngineeringA 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

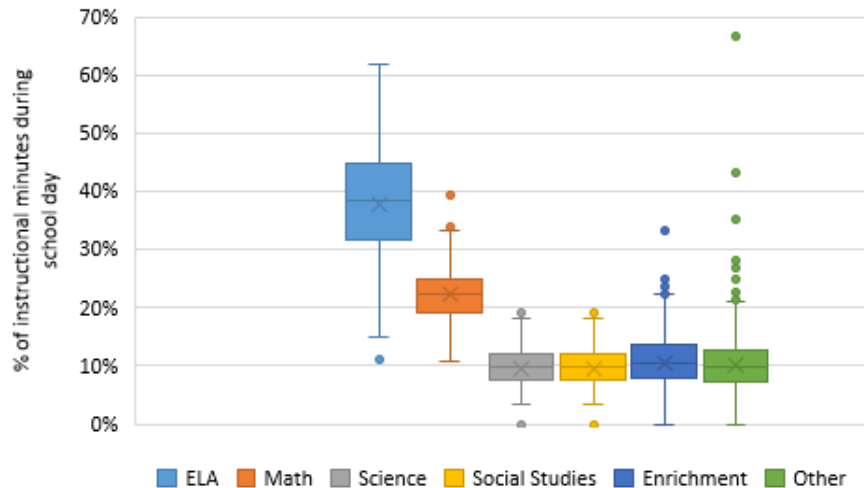
Initial 2019-2020 Findings

- On average, students were spending 12-13% of the school day in enrichment courses, although responses ranged from 0% to 38%.
- In response to questions about the variety, accessibility, and quality of enrichment activities, schools responded most positively towards questions on Health/PE and least positively for World Languages. This was also reflected in the course enrollment results.
- Schools responded more positively on questions related to enrichment variety, accessibility, and quality when they were higher performing, had less economically disadvantaged (ED) students, or had larger enrollment.
- There was wide variation in overall results both across and within school system on enrichment variety, accessibility, and quality.
- Students who are ED, English Learners, or students with disabilities were less likely to be enrolled in enrichment subjects than their peers.

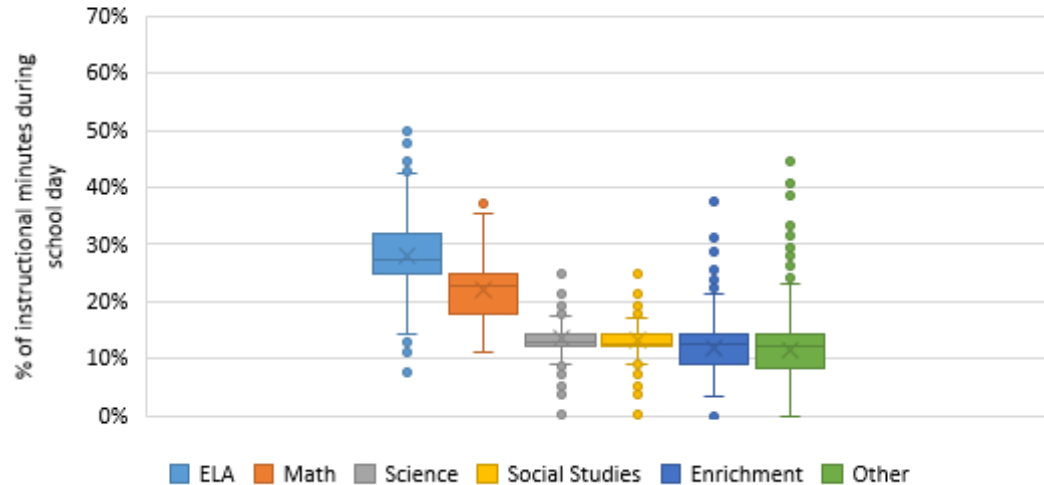
Percentage of school day spent in core content, enrichment, and other subjects

On average, students were spending 12-13% of the school day in enrichment courses, with responses ranging from 0% to 38%.

Grades K-2: Average percent of minutes spent on content during a typical school day



Grades 3-8: Average percent of minutes spent on content areas during a typical school day



Statewide average survey results, grades K-12

Across all grades, schools responded most positively to questions on the variety, accessibility, and quality of Health/PE and least positively for World Languages.

Question Category	Question Category		
	Variety	Accessibility	Quality
Health/PE	4.7	4.8	4.7
Visual Arts	3.9	4.1	4.0
Performing Arts	3.8	4.0	3.9
World Languages	2.9	3.1	3.0
Technology & Engineering	3.9	4.1	3.9
Leadership Development	3.9	4.0	3.9

Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree

Current enrollment in Interests and Opportunities Course Categories

While most K-8 students were enrolled in PE/Health, less than half of K-8 students were enrolled in Visual or Performing Arts, and less than a fourth of grade 4-8 students were enrolled in World Languages.

Course Category	Total Enrollment (K-8 or 4-8 for World Lang.)	Course Enrollment (K-8)	% Enrolled in Course
PE / Health	483,164	423,249	88%
Visual Arts	483,164	231,314	48%
Performing Arts	483,164	227,285	47%
World Languages	270,116	56,088	21%
Total	1,719,608	937,936	55%

Statewide Score on Course Category Portion of Index

40.9 / 75

Survey results by Academic Performance

Higher performing schools self-rated more positively on questions related to enrichment variety, accessibility, and quality than lower performing schools.

Question Category	2019 Letter Grade				
	A	B	C	D	F
Variety	4.2	4.0	3.9	3.9	3.7
Access	4.4	4.1	4.0	4.0	3.8
Quality	4.3	4.0	3.9	3.9	3.7

Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree

Enrichment question categories included Health/PE, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development

Survey results by Economically Disadvantaged (ED) Quartiles

Schools with less ED students self-rated more positively on questions related to enrichment variety, accessibility, and quality than schools with more ED students.

Question Category	ED Enrollment % (Quartiles)			
	<61%	61% - 76%	76% - 89%	89% - 100%
Variety	4.1	3.9	3.8	3.7
Access	4.3	4.1	4.0	3.9
Quality	4.3	4.0	3.9	3.7

Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree

Enrichment question categories included Health/PE, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development

Survey results by K-8 site enrollment

K-8 schools with larger enrollment self-rated more positively on questions related to enrichment variety, accessibility, and quality than schools with smaller enrollment.

Question Category	K-8 Enrollment (Quartiles)			
	<315	315 - 447	447 - 618	>=618
Variety	3.6	3.8	3.9	4.1
Access	3.8	3.9	4.0	4.2
Quality	3.6	3.8	3.9	4.2

Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree

Enrichment question categories included Health/PE, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development

Survey results by 9-12 site enrollment

High schools with larger enrollment also self-rated more positively on questions related to enrichment variety, accessibility, and quality than high schools with smaller enrollment.

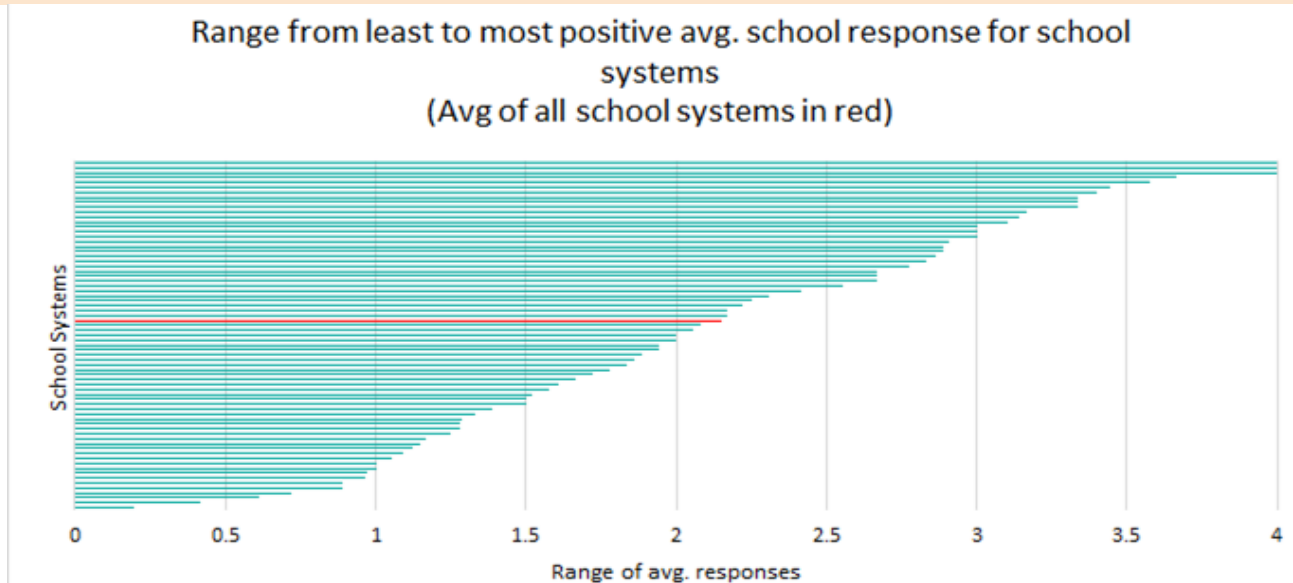
Question Category	High School Enrollment (Quartiles)			
	<285	285 - 523	523 - 939	>=939
Variety	3.4	3.9	4.1	4.5
Access	3.8	4.2	4.5	4.7
Quality	3.6	4.0	4.3	4.7

Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree

Enrichment question categories included Health/PE, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development

Range of School System Survey Responses

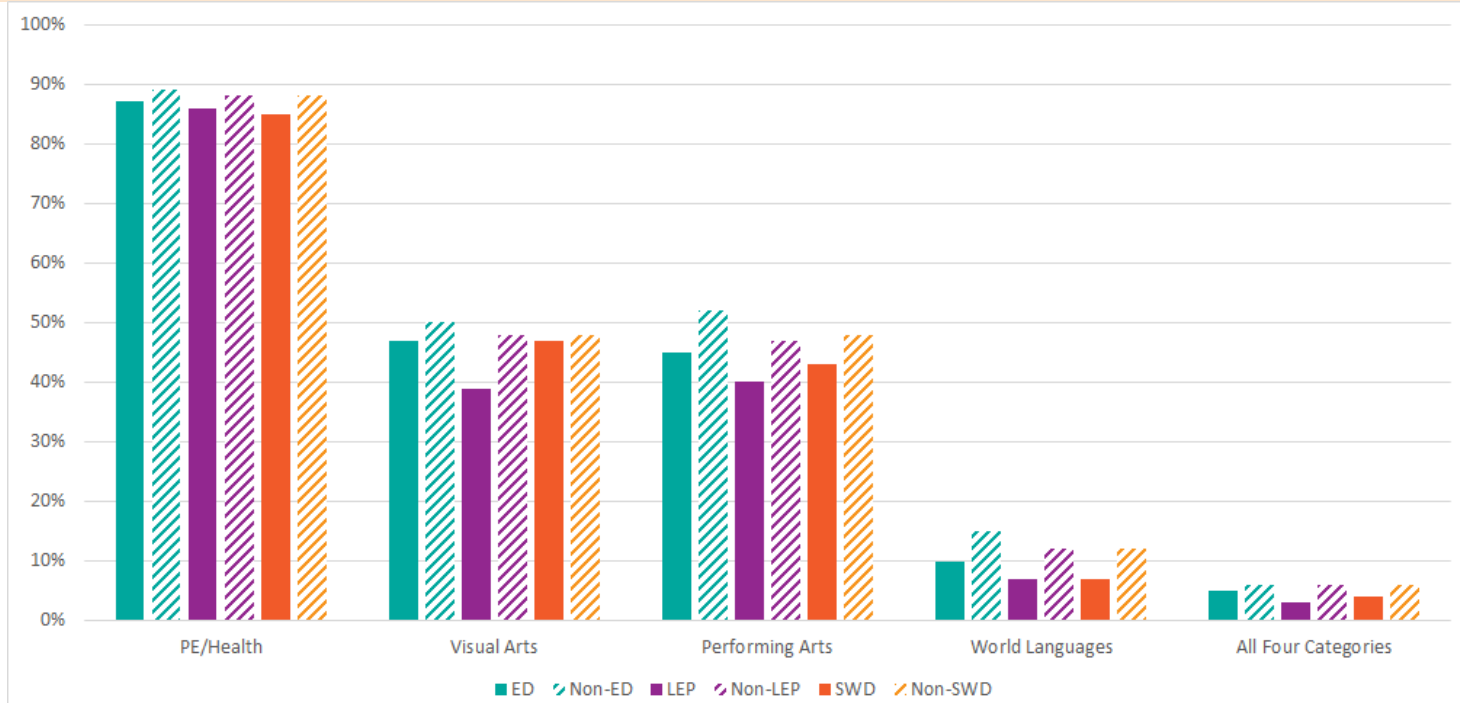
On average, school systems saw a 2.1 difference from their least to most positive average response from a school, indicating that there is variation within school systems on how schools rate their enrichment programs.



Responses on a 1-5 scale, where 1 = strongly disagree and 5 = strongly agree
enrichment question categories included Health/PE, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development

Gaps in Statewide Subgroup Enrollment in Enrichment

Students that are ED, LEP, or SWD were less likely to be enrolled in enrichment subjects than their unidentified peers.



Proposed Interests and Opportunities Policy for 2020-2021

Continuation of the existing policy gives school leaders more time to determine how best to implement enrichment in their schools, and to provide the LDOE with critical feedback on how to support schools and school systems.

Component	Grade Levels
“Hold harmless” policy: If the Interests and Opportunities score results in a lower SPS, the SPS will be calculated without it.	All
Completion of an online survey <ul style="list-style-type: none">Completed by principals, validated by superintendentsSix categories: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Leadership Development, and Technology & EngineeringA 5-point scale to reflect the school's effort to make services available to all children in the school, and an opportunity to provide both narrative and quantitative facts	All
Course enrollment in Physical Education, Visual Arts, Performing Arts, and World Languages	K-8 only

Next Steps

1. Bring a recommendation to BESE in June to extend the baseline policy to the 2020-2021 school year.
2. Host a webinar that will include a panel of school leaders to share past successes in implementing enrichment programs for all students in their schools, the challenges they face for the 2020-2021 school year, and how they plan to address those challenges.
3. Continue working with LDOE staff and stakeholders to define a longer-term policy for 2021-2022 and beyond.

Agenda

- Interests and Opportunities Update
- Mathematica Promotion Power Research
- Upcoming Meetings

Louisiana's Partnership with Mathematica

In partnership with the LDOE, and through a grant from the Walton Family Foundation, Mathematica has developed measures of each Louisiana public high school's promotion power, which is a school's effect on the long-term success of its students as indicated by high school graduation, college or career readiness, college enrollment and persistence, and success in the job market.

The result of this partnership culminated in [a publication](#) that enables Louisiana to become one of the first states in the nation to be able to identify its high schools' contributions to students' long-term success separately from other potential contributing factors.

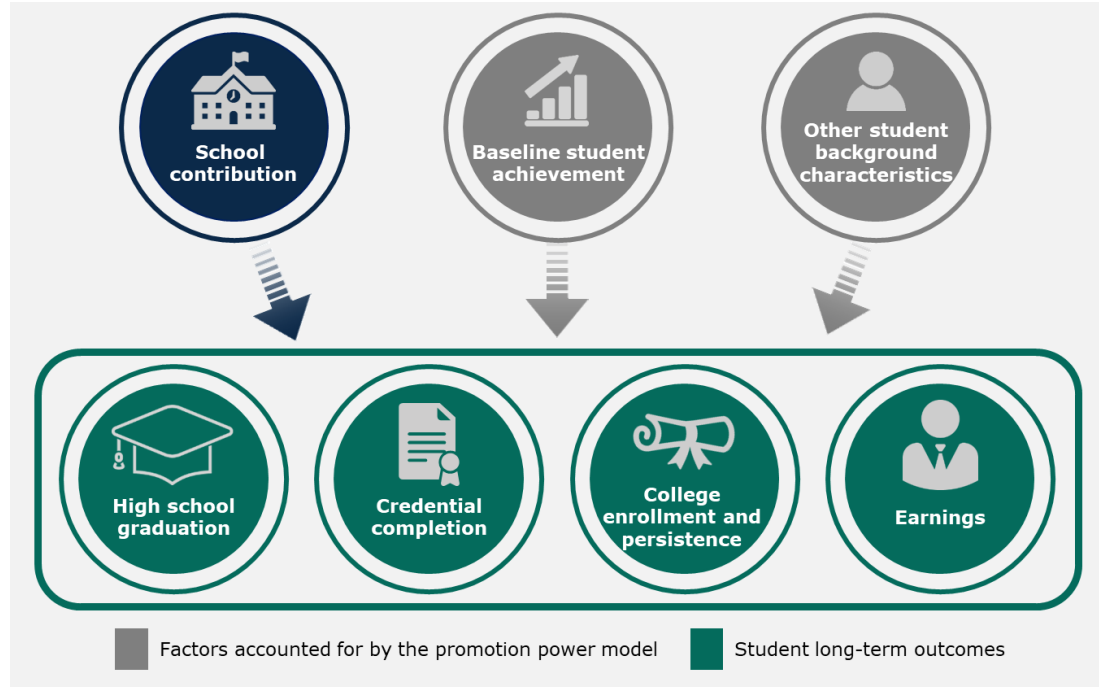
Since publication, this research partnership has been [covered in national news media](#) for its innovative approach to examining outcomes for students.

Background about promotion power measures

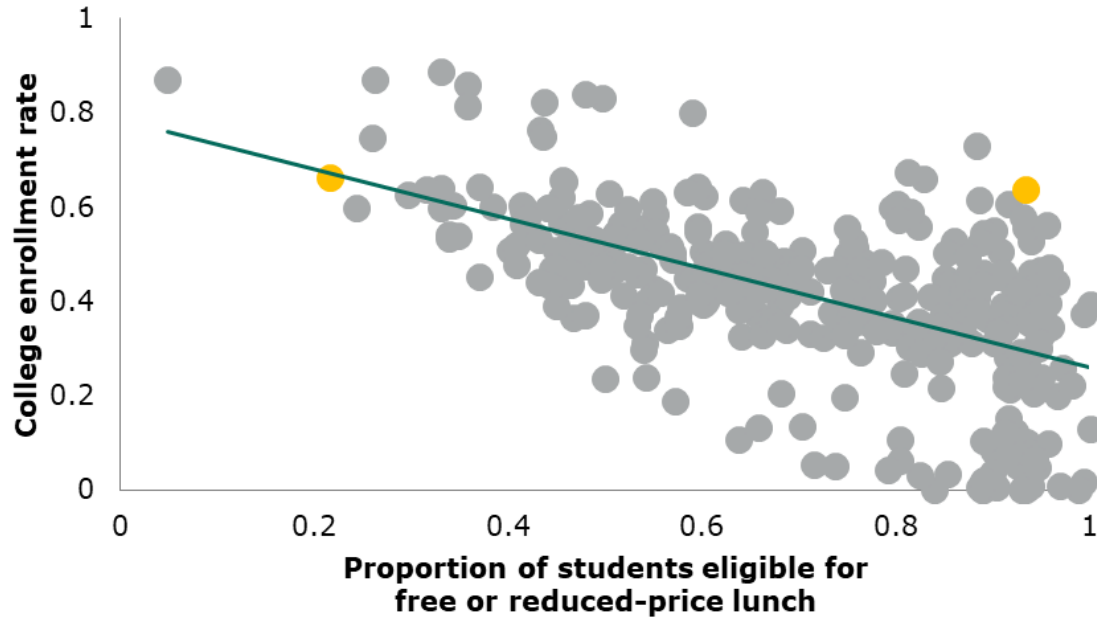
What are promotion power measures?

- **Promotion power measures seek to capture the impact of each Louisiana public high school on the long-term success of its students as indicated by:**
 - High school graduation
 - College and career readiness
 - College enrollment and persistence
 - Success in the job market
- **Promotion power measures will enable Louisiana to become the first state to report on high schools' success in *improving* the prospects of their students in higher education and the workforce**

Promotion power models separate schools' contributions from other factors



High schools can have the same student outcomes with very different promotion power

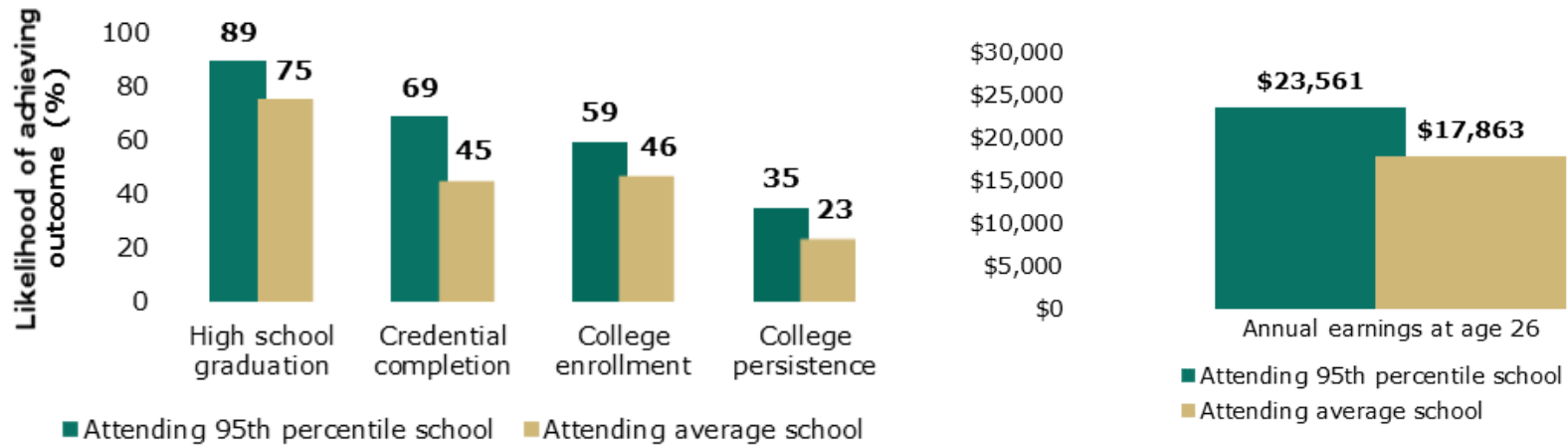


Preview of results

- **High schools vary widely in their impacts on graduation, college, and earnings outcomes**
- **Promotion power measures for individual schools are stable across years**
- **Promotion power measures level the playing field for schools serving disadvantaged students**

Results: Promotion power of Louisiana high schools for various outcomes

Attending a high school with high promotion power can substantially improve a student's long-term success

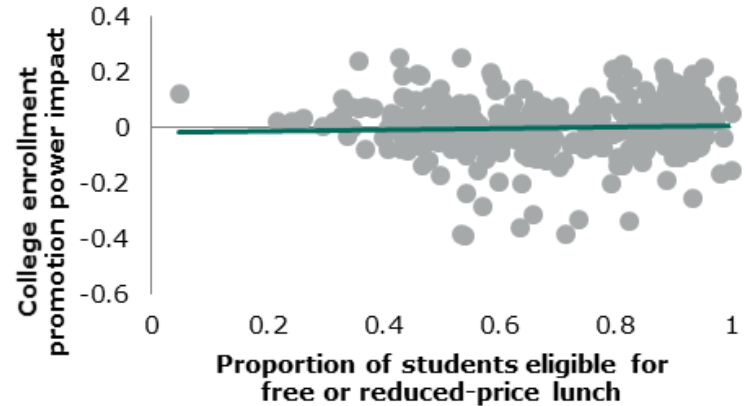
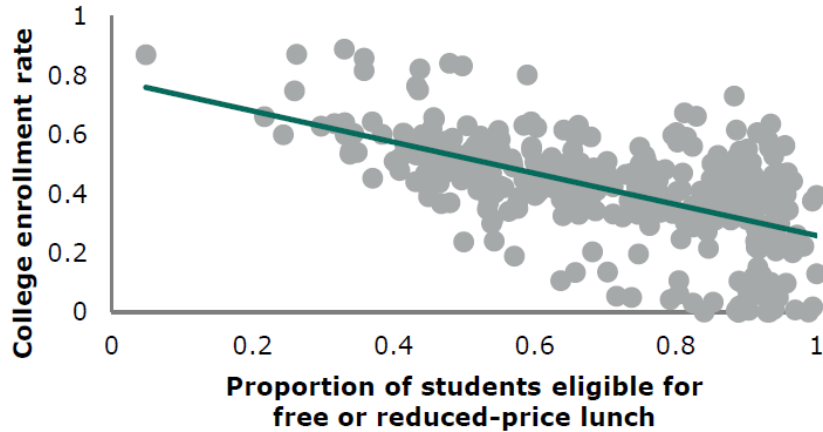


Promotion power measures are stable over time for individual schools

Measure	High school graduation	Credential completion	College enrollment	College persistence	Earnings (age 26)
Year-to-year correlation of main two-year measure	0.91	n/a	0.86	0.88	n/a
Year-to-year correlation of single-year measure	0.73	0.69	0.63	0.68	0.66

n/a = not applicable.

Promotion power measures level the playing field for schools serving disadvantaged students



Next steps and possible future work

Possible future analytic work

- **Use administrative data to identify school characteristics associated with high promotion power**
 - For example, how are promotion power measures related to the number of Advanced Placement courses, the availability of dual college enrollment courses, teacher education and experience, or per-pupil expenditures?
- **Case studies of high- or low-performing high schools**
 - Identify and study a set of high school “promotion power stars” that achieve high scores on all the promotion power measures
 - Could perform similar case studies to understand why some high schools perform poorly on multiple promotion power measures

Louisiana's plans for promotion power measures

- The LDOE, in partnership with Mathematica, has recently developed the internal capacity to replicate the model for future cohorts of students.
- Throughout the summer and fall of 2020, the LDOE will engage a working group of high school leaders to get input on the measure and vet early results.
- Following the working group's recommendation, initial results from the study will be shared with school systems during the 2020-2021 school year with guidance on how to interpret the results.

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Upcoming 2020 Meetings

- September 21
- November 9