

Louisiana Believes

Interests and Opportunities Teacher Leader Summit

Objectives

At the end of this session, participants will be able to:

1. Describe the purpose of the Interests and Opportunities measure.
2. Generate feedback about how schools support student interests and opportunities.
3. Explain how the Interests and Opportunities measure will impact 2019-2020 school performance scores.
4. Practice calculating the Interests and Opportunities Index using the 2019-2020 baseline methodology.

Agenda

- What is Interests and Opportunities?
- Interests and Opportunities in Schools
- 2019-2020 Accountability Policy Update
- Next Steps and Additional Resources

Louisiana's ESSA Plan

Louisiana's ESSA plan includes an Interests and Opportunities indicator to measure whether schools are providing students with **access to a well-rounded education**, exposing them to diverse areas of learning in which they can develop their skills and talents.

“We need to look at the way we report our accountability system....We need to offer indicators to our schools that are not academic (only) based. The whole child is nurtured by other indicators in addition to academics.”

- Debbie Meaux, Louisiana Association of Educators

“It's great that ESSA includes health and wellness and physical education as part of a well-rounded education. Louisiana has the highest childhood obesity rate and more and more research is showing that healthy children do learn better, have an increase in their academic achievement and have higher test scores.”

- Erica Gilliam, Alliance for a Healthier Generation

“There is a challenge in equity of access to enriching experiences. It's not that children can't learn, they just may not have access to the resources that other children have.”

- Sandra Franklin, Rapides Parish School Board member

Louisiana's ESSA Plan

The Interests and Opportunities measure is scheduled to be implemented in the 2019-2020 school year and comprises 5% of the School Performance Score (SPS).

As described in the ESSA plan (page 45), every Louisiana student should have access to:

- Elementary and middle schools: quality visual and performing arts, health and physical education, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence.
- High schools: all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

Developing a New Accountability Measure

Over the last two years, the Department has worked with local stakeholders and national experts to develop this new measure. Louisiana stakeholders have articulated the need for a measure that is:

- **Simple and easy to implement**, while also **valid and reliable** like all Louisiana's accountability measures;
- **Fair** for all schools and school systems, regardless of size and access to resources;
- Provides a **menu** of means by which schools can demonstrate success;
- **Ready to be implemented** full scale and with high stakes in the 2019-2020 school year as defined in Louisiana's ESSA plan; and,
- Above all, **represents Louisiana's values and high expectations** for all kids.

This has not been done anywhere in the nation. However, the Department is committed to finding a solution that represents stakeholder input and the vision articulated in its ESSA plan.

Policy Development Timeline

Date	Activity
October 2017	BESE approved ESSA plan and policies.
Winter 2017/18	The Interests and Opportunities study group convened five times.
February 2018	The Accountability Commission received a report from the study group recommending five categories of student experiences and a focus on measuring course enrollment. The Commission emphasized the importance of robust measures that expand beyond course enrollment while also ensuring validity and reliability.
May 2018	In response to feedback at the February 2018 Accountability Commission meeting, the Department launches a Request for Information , asking local and national experts to provide examples of tools to measure student experiences.
July-Sept. 2018	Eight organizations across four categories responded to the RFI. The responses were reviewed for alignment to Louisiana's goals, demonstrated content expertise, coherent vision of excellence, and the feasibility, validity, and reliability of the proposed evaluation tool.
Fall 2018	Based on the RFI responses, the Department engaged with expert organizations.
November 2018	Three nonprofit organizations agreed to partner with Louisiana to develop the Interests and Opportunities indicator: Alliance for a Healthier Generation, New Orleans Arts Education Alliance, and Center for Applied Second Language Studies at the University of Oregon.

Policy Development Timeline

Date	Activity
Winter 2018/19	The three organizations identified through the RFI, along with Department, drafted rubrics and detailed scoring guides and an accountability policy framework to evaluate education programs.
March 2019	The Department solicited feedback on the rubrics and scoring guides from stakeholders, including the Interests and Opportunities study group and committees of educators with content-area expertise. The Accountability Commission considered a draft accountability framework for calculating the new index.
May 2019	The Accountability Commission will made recommendations regarding accountability policy for 2019-2020.
Summer and Fall 2019	The Department will provide education and training for school systems on the 2019-2020 Interests and Opportunities measure, including data collection systems and requirements.
2019-2020 school year	Interests and Opportunities baseline year implementation. The Department will work with stakeholders and the Accountability Commission to develop a long-term policy proposal.

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Select the option that best describes your school's gra...
configuration.



- 1 Elementary 0% 0
- 2 Middle 0% 0
- 3 High 0% 0
- 4 Elementar... 0% 0
- 5 Middle/High 0% 0
- 6 K-12 0% 0
- 7 School ... 0% 0
- 8 Other 0% 0

Click on the projected screen to start the question



What are some of the diverse learning experiences are ...



Let's vote!



Click on the projected screen to start the question

0%

of participants have already answered



100%



0





What percent of students participate in school sponsore...

- 1 <20% 0% 0
- 2 20-39% 0% 0
- 3 40-59% **Click on the projected screen to start the question** 0% 0
- 4 60-79% 0% 0
- 5 80-99% 0% 0



What strategies does your school or district use to make ...



Let's vote!



Click on the projected screen to start the question

0 answers received





What is the biggest challenge to your school in providing a...

- 1 Lack of funding 0% 0
- 2 Not enough time in the schedule 0% 0
- 3 Difficult to find qualified teachers 0% 0
- 4 Low priority among school/district administration 0% 0
- 5 Lack of student interest 0% 0
- 6 Other 0% 0

Click on the projected screen to start the question



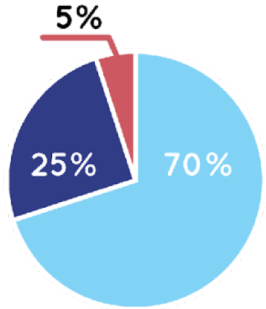
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Interests and Opportunities Index

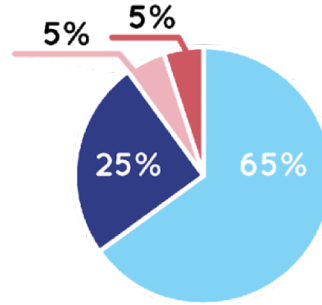
The Interests and Opportunities index will make up 5% of school performance scores.

Elementary Schools



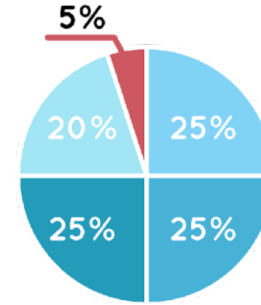
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate
- Interests & Opportunities

Objectives for 2019-2020

1. Incentivize a more well-rounded experience for all students
2. Establish a baseline
3. Limit complexity and risk

Establish a Baseline in 2019-2020

The Department will gather comparable data across schools as to the substance of what is implemented and how well it is implemented, through the steps outlined below.

- Principals complete an online survey, validated by superintendents.
- Six categories, one question per category: Health & Physical Education, Visual Arts, Performing Arts, World Languages, Technology & Engineering, and Leadership Development.
- For each survey item, a 5-point scale to reflect the school's effort to make services available to all children in the school. Principals provide both narrative and quantitative facts as evidence of their rating.
- Principals will also respond to other survey items that assist in refining the measure next year.
- In addition to descriptive analytics based on the survey responses, a small number of site visits will be conducted. Analyses will consider school size, location, grade configuration, and staffing.

2019-2020 Policy

At its June meeting, BESE approved a five percent Interests and Opportunities measure for the 2019-2020 school year outlined below. 2019-2020 will serve as a baseline.

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

Survey Completion

In the 2019-2020 baseline school year, the interests and opportunities index for K-8 schools will be based in equal parts on survey completion and course enrollment. The index for high schools will be based solely on survey completion.

K-8 Interests and Opportunities Index Components and Weights

Component	Weight	Possible Points
Survey Completion	50%	75
Course Enrollment	50%	75

The Department will administer an online survey in 2019-2020 to be completed by the principal of every K-12 school in order to establish baseline data. The survey will be considered complete only upon approval by the superintendent.

Full completion of the survey by the Department established deadline will result in 75 points for grades K-8 and 150 points for grades 9-12. Failure to complete the survey will result in 0 points.

Course Enrollment (K-8)

The course enrollment score is defined as the percent of grade K-8 students enrolled in physical education courses, visual arts courses, performing arts courses, and of grade 4-8 students enrolled in world language courses. The Department will publish a list of course codes for each category.

To calculate the numerator, sum the following, based on October 1 enrollment:

- Total grade K-8 students enrolled in physical education and/or health courses;
- Total grade K-8 students enrolled in visual arts courses;
- Total grade K-8 students enrolled in performing arts courses; and
- Total grade K-8 students enrolled in world language courses.

To calculate the denominator, sum the following:

- Total grade K-8 students enrolled as of October 1, multiplied by 3; and
- Total grade 4-8 students enrolled as of October 1.

Divide the numerator by the denominator and multiply the result by 75.

K-8 Interests and Opportunities Calculation Example 1

The school below is a K-5 school enrolling 500 total students (100 students per grade). The school does not have a world language program.

Calculation	Physical Ed.	Visual Art	Performing Art	World Language	Score
Numerator: Students Enrolled in Courses	500	250	250	0	1000
Denominator: Total Expected Enrollment	500	500	500	200 (Grades 4-5 only)	1700
Total Course Enrollment					$59\% * 75 = 44.1$
Survey Completion					Yes = 75
Overall Score					$44.1 + 75 = 119.1$ (A)

K-8 Interests and Opportunities Calculation Example 2

The school below is a K-5 world language immersion school enrolling 500 total students (100 students per grade). Because policy requires world language courses beginning in grade 4, the school earns additional credit for enrolling K-3 students in world language courses.

Calculation	Physical Ed.	Visual Art	Performing Art	World Language	Score
Numerator: Students Enrolled in Courses	500	250	250	500	1500
Denominator: Total Expected Enrollment	500	500	500	200 (Grades 4-5 only)	1700
Total Course Enrollment					$88\% * 75 = 66.2$
Survey Completion					Yes = 75
Overall Score					$66.2 + 75 = 141.2$ (A)

Questions?

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Next Steps

Over the next few months, the Department will develop, get feedback on, and publish the principal survey, course code list, and guidance for reporting course enrollment for the 2019-2020 baseline year.

Data and accountability coordinators who are interested in supporting the development of guidelines for reporting course enrollment for the Interests and Opportunities measure in 2019-2020 should email Jill.Zimmerman@la.gov by July 5.

During the 2019-2020 school year and using the baseline year data, the Department will work with stakeholders to develop a long-term Interests and Opportunities accountability policy.

Questions?

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Please Share Your Feedback!

