

Every Student Succeeds Act (ESSA)

References to Arts in 17 State ESSA Plans Submitted to U.S. Department of Education for first submission deadline in Spring 2017

Compiled by Florida Cultural Alliance / July 2017



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All of these 17 ESSA Plans were submitted to the U.S. Department of Education in the Spring of 2017 for review, input, and approval.

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Arizona ESSA Plan:

<https://cms.azed.gov/home/GetDocumentFile?id=591c753c3217e120c012fda7>

Page 23: Further, while not part of the A-F accountability system, Arizona recognizes the need to provide more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for their students. The Arizona Department of Education will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, through helping parents identify the most appropriate school for their child. School and LEA searchable school report card profile information will be made available online through the Arizona Department of Education website that will include more comprehensive information on academic and other programs and options offered by a school or LEA – including elements such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, **arts and music programs**, athletics and physical education programs and educational technology options and supports.

Page 37: Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students, including academic and other programs and options such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, **arts and music programs**, athletics and physical education programs and educational technology options and supports.

Colorado ESSA Plan:

<https://www.cde.state.co.us/fedprograms/essa>

Page 19: received ESSA input from **Arts360**: <http://think360arts.org/>

Page 32: In summary, CDE has done its best to consider all perspectives in the drafting of Colorado’s ESSA plan. This version captures Colorado’s ESSA plan at this particular point in time. The plan will continue to evolve as we move from state plan development to ESSA implementation. Moving forward, CDE will:

Continue to build on - or more firmly establish - relationships with the **Arts**, Special Education, Gifted and Talented, Early Learning, Career and Technical Education, and School Nurses communities.

Pages 90-91: Commitment to Well-Rounded Education: Colorado has a longstanding statutory commitment to a rich and balanced, or well-rounded, education experience for all students. Well-rounded education in Colorado has been a priority since the 2008 passage of Senate Bill 212, CAP4K Colorado Achievement Plan for Kids (CAP4K). CAP4K explicitly declares that “the next generation of standards-based education must consider the needs of the whole student by creating a rich and balanced curriculum”. CAP4K further states that “the State Board shall ensure that the preschool through elementary and secondary education standards, at a minimum, include standards in reading, writing, mathematics, science, history, geography, **visual arts, performing arts**, physical education, world languages, English language competency, economics, civics, financial literacy”. More recently, House Bill 16-1198: “Concerning Computer Science Courses Fulfilling Certain Graduation Requirements,” passed in 2016, illustrates a belief to continue to expand student opportunities beyond what is considered traditional subject matter.

Page 93: Colorado Academic Content Standards: The foundation of a well-rounded education is defined in Colorado’s academic content standards. The Colorado Academic Standards (CAS) include 10 content areas for preschool through 12th grade (comprehensive health; **dance; drama and theater arts**; mathematics; **music**; physical education; reading, writing and communicating; science; social studies; **visual arts**; and world languages) and incorporate the Common Core State Standards (CCSS) for reading, writing and communicating and mathematics.

Page 125: Title IV, Part B of the Every Student Succeeds Act (ESSA), the 21st Century Community Learning Centers (21st CCLC) grant program, supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. 21st CCLC services support state strategies in Section 6.1.A., “Well-Rounded and Supportive Education for Students” above, in helping children to succeed academically through: offering students a broad array of additional services, programs, and activities, such as (but not limited to) youth development activities, service learning, **arts, music**, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, 21st century learning skills, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students;

Colorado ESSA Plan continued:

<https://www.cde.state.co.us/fedprograms/essa>

Pages 139-141: [Colorado’s Commitment to Challenging Standards](#): Preparing all students adequately for college and career success is the established goal of Colorado’s public education system. Colorado’s complete commitment to college- and career-ready standards is demonstrated by CAP4K, which grew out of the recognized need for higher and clearer preschool through postsecondary aligned standards for students in all content areas, including: comprehensive health and physical education; **dance; drama and theatre arts**; mathematics; music; reading, writing, and communicating; science; social studies; world languages; and **visual art**. CAP4K called for next generation, standards-based education to prepare Colorado’s students for the increasing expectations and demands for higher-level critical thinking skills, and national and international competition in the workforce.

To ensure an aligned and coherent learning trajectory beginning with school readiness and resulting in postsecondary and workforce readiness, the Colorado General Assembly, through CAP4K, directed the State Board of Education to adopt preschool through secondary school standards. The requirements of CAP4K ensure the highest quality, challenging standards for Colorado’s students. First, Colorado’s standards “consider the needs of the whole student by creating a rich and balanced curriculum” (C.R.S. 22-71-1002(3)(a)) by requiring standards in reading, writing, mathematics, science, history, geography, **visual arts, performing arts**, physical education, world languages, English language competency, economics, civics, and financial literacy.

Following this year-long standards revision process, in December 2009, the State Board of Education adopted the Colorado Academic Standards (CAS) in 10 content areas comprehensive health and physical education; **dance; drama and theatre arts**; mathematics; **music**; reading, writing, and communicating; science; social studies; world languages; and visual art, with standards for personal financial literacy included with the mathematics and social studies standards. Doing so, Colorado created its first fully aligned preschool-through-high-school academic expectations that forms the basis for a system that strives to prepare all of Colorado’s schoolchildren for achievement at each grade and, ultimately, successful performance in postsecondary institutions and/or the workforce.

Connecticut ESSA Plan:

http://www.sde.ct.gov/sde/lib/sde/pdf/essa/april_3_ct_consolidated_state_essa_plan1.pdf

Pages 34-35: Indicators: Connecticut’s accountability system incorporates 12 indicators. They are valid for their purposes, reliable in their measurement, and are comparable statewide. All indicators use data from statewide, uniform data collection systems. These systems incorporate rigorous checks and validations and require district certification. External data sources are integrated from official and reliable data sources. The indicators were selected after extensive consultation with a wide variety of stakeholders over a two-three year period.

Indicator 12 – Arts Access: This indicator is an “access” metric that evaluates the extent to which students in high school participate in at least one arts course. It is the percentage of students in grades 9 through 12 participating in at least one **dance, theater, music, or visual arts** course in the school year. The ultimate target is 60 percent.

Pages 60-64: Well-rounded Education:

CSDE Strategy

Develop an Early Indication Tool (EIT) from the state’s EdSight data use by schools and districts in warehouse for identifying critical student needs

Aligned CSDE Activity

Curate and disseminate evidenced-based interventions and practices that address the needs of specific students including but not limited to: dropout prevention strategies; re-engagement strategies; support system resources; dropout prevention strategies; access to advanced coursework; access to internships; the **arts**, etc.

Connecticut has made a public commitment to provide equitable access and a well-rounded education to each and every student. The CSDE recognizes that all students deserve access to an education that is broad and rich in content curriculum. Research shows that students, particularly historically underserved students, engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the real world. ESSA’s focus on well-rounded education opportunities improves the access to high quality educational opportunities by addressing the academic and nonacademic needs of students and students within subgroups. These opportunities may include; preschool programming, advanced coursework, science, technology, engineering, **arts**, and mathematics (STEM/**STEAM**) programming, physical education, career and technology education, 21st century skills, competency-based learning, as well as personalized learning. Rigorous coursework opportunities can be provided to students in curricular areas, including, but not limited to: **Visual arts, drama, dance, media arts, music**

CSDE Strategy

Utilize data from Connecticut’s holistic accountability system that includes school and district indicators that capture well roundedness and rigorous course taking.

Aligned CSDE Activity

- Continue to train LEA leadership and staff in the use of the state’s accountability system, particularly data from Indicator 12 - access to **the arts**, and Indicator 5 - enrollment in Advanced Placement, international baccalaureate, and college dual enrollment courses.

Connecticut ESSA Plan continued:

http://www.sde.ct.gov/sde/lib/sde/pdf/essa/april_3_ct_consolidated_state_essa_plan1.pdf

The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and The Connecticut State Board of Education's five-year comprehensive plan for 2016-21 outlines the Board's commitment "to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school." The comprehensive plan makes four promises to students: "ensuring their nonacademic needs are met so they are healthy, happy, and ready to learn; supporting their school and district in staying on target with learning goals; giving them access to great teachers and school leaders; and making sure they learn what they need to know to succeed in college, career, and life." To fulfill these promises the CSDE will implement the following strategies:

CSDE Strategy: Develop an Early Indication Tool (EIT) from the state's EdSight data warehouse for use by schools and districts in identifying critical student needs.

Aligned CSDE Activity: Curate and disseminate evidenced-based interventions and practices that address the needs of specific students including but not limited to: dropout prevention strategies; re-engagement strategies; support system resources; dropout prevention strategies; access to advanced coursework; access to internships; the **arts**, etc.

pages 96 – 119: Online Survey Results Complete ESSA Survey Results — Total Completed Responses = 6,230

9. What indicators from our Next Generation Accountability System will best ensure that preK-12 schools are providing a high-quality, holistic education on Connecticut students?

Arts Access 29.2%

Every Student Succeeds Act Survey - Open Comment Emergent Response Themes, by Policy Question and Audience Profile

Policy Question 1: Academic Standards, Student Assessments, and Accountability Systems
Educator Comments:

"Make **arts** access a high priority. When delivered correctly, they are more authentically taught, appeal to kinesthetic learners (who may not be athletes). Arts teachers and classes are often the first to go when budgets suffer."

Parent / Guardian Comments:

"High expectations are well meaning, but not realistic for all students. We must serve the highest achieving, AND lowest achieving, and everyone in the middle. Keep curriculum simple, but offer **arts** or technical programs that would help keep children engaged."

"Make **art and music** a priority instead of an after-thought!"

Connecticut ESSA Plan continued:

http://www.sde.ct.gov/sde/lib/sde/pdf/essa/april_3_ct_consolidated_state_essa_plan1.pdf

Focus Group Results:

Policy Question One - Academic Standards, Student Assessments and Accountability

Q1. - Connecticut's Accountability System moves beyond just test scores. The system also includes other measures of effectiveness (i.e., graduation rates, physical fitness, access to the **arts**). Do you think the factors that the state is using in this calculation are providing a better measure of accountability?

Administrators:

- Access to the **Arts** and physical fitness should be measured in instructional minutes across all schools/districts.

Pages 152-153: OTHER CONSIDERATIONS: Positive Highlights: Vision and Goals for ESSA align with State Board of Ed Five Year Plan: High Expectations for Every Student, Great Teachers and Leaders, and Great Schools.

Opportunities: Expectation for participation in **arts'** courses is low - 60%

Delaware ESSA Plan:

https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/425//June%2029%20submission/DE_Redlineconsolidatedstateplan.pdf

Pages 94-95: 14 DE Admin. Code 503 outlines required courses and course opportunities for all students, and 14 DE Admin. Code 505 outlines graduation requirements for all high school students. However, these regulations do not guarantee that all students will have equitable access to the broad range of courses offered within a school.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote equitable access to a well-rounded curriculum for all students.

Additional technical assistance and training/professional learning topics may also include:

- Analyzing data to determine equitable access issues;
- Creating master schedules that do not create access barriers for subgroups of students;
- Course selection counseling to encourage underrepresented students to enroll in courses that align with STEM and more liberal **arts** realms;
- Strategic school counseling to provide equitable student access to the full curriculum.

District of Columbia ESSA Plan:

https://osse.dc.gov/sites/default/files/dc/sites/osse/documents/OSSE%20ESSA%20State%20Plan_%20May%20202017.pdf

Page 39: Academic Standards: In addition to being an early adopter of the Common Core State Standards in reading and mathematics, DC has rigorous state educational standards in **arts**, health and physical education, science, social studies, technology, and world language. LEAs, families, students, and other educational stakeholders are equipped with an understanding of what students are expected to know and be able to do at each grade level, so that students are best positioned for smooth transitions from preschool through grade 12 and beyond.

Illinois ESSA Plan:

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

Pages 19-20: Supports for Educators and Students: Schools ought to be places in which each and every child can -- through trying and sometimes failing, and trying again -- develop a rich sense of self. This sense of self is most clearly described in that they can see a positive future for themselves in the world. This is part of the common good of public schooling. As described in the “whole child” diagram, this sense of self is developed both inside and outside of the school. The experiences provided to children within school are deliberately designed and limited in terms of time, whereas that is not always the case outside of school. Nonetheless, children in Illinois’ schools should be able to access and pursue multiple educational opportunities (e.g., Advanced Placement/International Baccalaureate offerings and exams; career and technical education experiences – both exploratory work and career pathways; and access to experiences in the fine **arts** that allow the student to create, perform, and critique, among others). These opportunities should be based upon one or more of the following: interest, readiness level, and/or learning profile.¹⁴ These experiences should provide children the opportunity for multiple modes of representing their understanding. These opportunities should be pursued in environments that are safe for children to try out ideas and learn from their mistakes in what educator/author Linda Darling-Hammond calls a “culture of revision and redemption.”

Page 42: The ESSA State Plan for Illinois Draft 1, which incorporated insights gained from the April/May tour, was released on August 25, 2016, for six weeks of public comment. The second listening tour occurred in September 2016 and focused on key issues contained within Draft 1. ISBE received more than 280 individual comments on Draft 1 via essa@isbe.net. Comments were submitted from 54 organizations, 70 students who advocated including the **arts** in ESSA, and 60 emails on behalf of library and media specialists. What follows is an identification of the larger categories in which comments were received on Draft 1 as well as general themes included within the submission.

Page 44: Additional ideas: Inquiry-based skills; soft skills needed – add intelligence, collaboration, and social skills; and **arts** readiness.

Draft 2 was released on November 18 for six weeks of public comment. The third listening tour occurred in late November 2016 and focused on accountability issues contained within Draft 2. These comments and the Listening Tour Reports are available in their entirety at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. Another 369 comments were submitted by 67 organizations. Within these comments, 145 were from individuals advocating to include the **arts** in ESSA; there were 21 emails from school library and media specialists.

What follows is an identification of the larger categories for which comments were received on Draft 2 as well as general themes included within the submission:

Student success/school quality indicators (support for): Chronic absenteeism, physical fitness, school health index, social-worker-to-student ratio, school nurses –to –student ration, civics, **arts**, suspension/expulsion rates.

Illinois ESSA Plan continued:

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

Page 45: Draft 3 was released on February 1 and presented to the Governor for review. While there was no official public comment period, ISBE received numerous comments on Draft 3. **Arts** Alliance Illinois, Ingenuity, and 682 individuals wrote that **arts** should be included as a distinct indicator of K–12 school quality.

Page 48: Fine arts: Numerous commenters indicated they believed the fine **arts** should be included in ESSA, but in many cases did not specify what this could mean (e.g., some commentators only suggested that the fine **arts** are important whereas others mentioned a fine **arts** indicator should be included within the accountability system).

Pages 60-61 and page 93: A. Weighting

The accountability system for Illinois as well as the weights within and between the required academic category and schools quality/student success indicator are as follows:

Category: Student Qualify Indicators 25%

Elementary: Fine **Arts** Indicator 0%

High School: Fine **Arts** Indicator 0%

The Fine **Arts** Indicator will include participation of students in fine **arts** courses as identified in the Student Information System (SIS). For the next four-years, data for the fine **arts** will serve as the foundation for exploring if a more nuanced indicator and/or weighted indicator can be developed for inclusion in future iterations of the accountability system.

The Fine **Arts** have been included as a school quality/student success indicator. This indicator will consider the percentage of students enrolled in a fine **arts** course during the school year. It will receive 0% for the next four school years. During that time a workgroup will analyze available data to ascertain if/how the indicator can be further refined.

Pages 75-76: Academic Indicators: V. Fine Arts Indicator for Pre-8 0% and 9-12 0%

ISBE recognizes the importance of the **arts**. Initially this importance is demonstrated by adding a fine **arts** indicator in the accountability system and weighting it at 0%. The indicator will include participation of students in fine **arts** courses as identified in the Student Information System (SIS). The determination of weight was based upon two things. First stakeholders desire an accountability system that is educative, equitable, and non-punitive. Weighting the fine **arts** indicator at this time could violate the third value for some schools and districts. For the next four-years, data for the fine **arts** will serve as the foundation for exploring how a more nuanced indicator can be developed for inclusion in future iterations of the accountability system.⁸⁹ Beginning in the 2018-2019 school year, ISBE will invite a stakeholder group to begin considering available data and the development of a more nuanced indicator with appropriate weighting for inclusion within the accountability system in 2021-2022. As the work develops over the next three years, ISBE will post for public comment.

Illinois ESSA Plan continued:

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

Pages 80-83: ALL STUDENTS VIEW

First, using the results from the accountability system for each subgroup at the school, each school will be provided a single, final summative designation. Refer to “fine **arts**” on tables on pages 82 & 83.

Tier 1: Exemplary School: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

Tier 2: Commendable School: A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

Tier 3: Underperforming School: A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.

Tier 4: Lowest-Performing School: A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

Pages 107-108: ISBE proposes that every three years, starting in the year following the identification of schools for comprehensive services (e.g., at the end of a planning year), Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. The review will include an analysis of:

Gaps in the impact of funding, supports and services, relative to allocation, for all students, relevant student groups, and teachers (e.g., gifted, fine **arts**, library and media specialists, school service personnel, and career and technical educators and programming).

Page 111: Professional Learning and Resources for Educators

ISBE understands the importance of job-embedded professional learning¹⁴⁷. To that end, as the ESSA State Plan for Illinois is implemented, ISBE is committed to using Title II dollars in order to:

Build the content knowledge of educators regarding the Illinois Learning Standards in core content areas and characteristics of learners;¹⁴⁸

¹⁴⁸ For instance, this includes, but is not limited to, the identification and appropriate supports for gifted children, English Learners, and children with other identified needs. It also includes an emphasis on supporting the social and emotional development of each and every child and resource development in core content areas that emphasizes the tenets of differentiated instruction (e.g., ELA, mathematics, science, social studies, fine **arts**, physical education, and foreign language).

Illinois ESSA Plan continued:

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

Pages 118-119: Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

A. The state's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.

All Illinois K-12 students have access to rigorous academic standards, which set high expectations for academic achievement. Illinois adopted new learning standards in all content areas. The Illinois Learning Standards¹⁵⁹ in math, science, social science, English language arts, **fine arts**, and physical education/health are intended to support collaborative, engaging, student-centered learning environments designed to unlock student potential. These standards promote both horizontal and vertical alignment of curriculum, which ensures effective transitioning between grade levels and increases the probability that all learners will be prepared to pursue and achieve, at a minimum, a regular high school diploma.

Louisiana ESSA Plan:

<https://www.louisianabelieves.com/docs/default-source/louisiana-believes/louisianas-essa-state-plan.pdf?sfvrsn=4>

Pages 25-26: The second draft framework included a number of revisions, updates, and additional detail, based on stakeholder feedback, as follows:

Challenge 3 - Increasing Student Opportunities and Supporting Their Interests: After meeting with several diverse stakeholder groups about a number of enriching courses and experiences needed to provide students with access to a well-rounded education, the LDE proposed making these priorities and opportunities the centerpiece of the state's non assessment school quality/student success accountability indicator. In addition to including access to the **arts**, world languages, and vigorous physical activity, and rigorous advanced coursework, the LDE added access to technology and students' digital literacy as key priorities to incent and recognize in the school accountability system. The LDE is continuing to work with stakeholders to define excellence in each of these areas, determine how best to measure progress, and identify supports for LEAs (a discussion of intervention in schools with excessive out-of-school discipline is included in the section of this plan related to comprehensive and targeted intervention in struggling schools).

Page 43: The interests and opportunities indicator (five percent of each school's score) will 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, including **visual and performing arts**, foreign language, technology, co-curricular activities, advanced coursework, health/PE, career pathways, etc. Per BESE's motion, this will be measured through a "menu" approach that will allow districts to demonstrate a strong effort in a variety of ways. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.

All elementary and middle settings should offer every Louisiana student access to quality **visual and performing arts**, 17 foreign language instruction, 18 technology consistent with current standards, 19 and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence.

Page 66: Going forward, the LDE will also annually provide superintendents, principals, and charter school leaders with information regarding students' access to enriching experiences and rigorous coursework, including but not limited to the **arts**, world languages, vigorous physical activity during the school day, college-level courses, and workforce-based training leading to an industry credential. Progress in increasing access and reducing disproportionality will make up five percent of a school's performance score as measured in the state's school and district accountability system. The LDE will annually publish data on these measures as well as chronic absenteeism and out-of-school discipline. LEAs may use Title I and Title IV funds to supplement local and state funds in addressing these needs.

Louisiana ESSA Plan continued:

<https://www.louisianabelieves.com/docs/default-source/louisiana-believes/louisianas-essa-state-plan.pdf?sfvrsn=4>

Pages 84-87:

A voluminous series of rankings and reports, as well as self-reported data from Louisiana school systems, indicates that some Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important for a productive and healthy life after high school. School should involve the development of interests, habits, and relationships that endure after high school, yet too often the opportunities for young people to develop in these ways are sparse.

A task force of Louisiana **music educators and statewide arts organizations** reported earlier this year vast differences in **music education and performing arts** offerings to elementary school students across and within school districts in our state.

Current efforts

The State Board of Elementary and Secondary Education (BESE) and the Louisiana Legislature have taken steps to bolster state support of schools and districts pursuing increased access to critical, non-traditional coursework and experiences.

Arts: BESE convened a task force to study elementary student exposure and access to music coursework, the findings from which are being implemented statewide. The study revealed vast differences in music education offerings across and within local school systems.

As part of its ESSA plan, Louisiana will begin the development of an “Interests and Opportunities” indicator, designed to promote the expansion of experiences through which students develop well-rounded and enduring interests and habits. This indicator will seek to measure and evaluate, for example, the extent to which elementary and middle schools are exposing students to high quality **arts** and foreign language experiences. Similarly, it will seek to measure the evaluate high school’s efforts to expand access to advanced courses in both applied and academic fields. In all schools, the Interests and Opportunities index aspires to measure not only the expansion of such experiences for students but also the extent to which students of all backgrounds experience the offerings fairly. The Interests and Opportunities indicator will be developed over a period of three years. For more information, see the description of the indicator in section 4.1.D.i.

Page 104: Louisiana awards Title IV, Part B (21st Century Community Learning Center) funds to eligible entities through a competitive grant process.

Priority for Awards

The RFP grants priority status to proposals based on those outlined in Section 4203(a)(3), which states, “State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.” Furthermore, priority is also given to those that propose a program focusing on Science, Technology, Engineering, **Arts** and Math (**STEAM**) and those that target “D” and “F” rated schools.

Maine ESSA Plan:

http://www.maine.gov/doe/essa/documents/ME_ConsolidatedStatePlanUSDOERevision2.pdf

Pages 75-78: All of the work of the HE and PE program intentionally aligns to the core priorities of Education Evolving (Comprehensive School and Community Supports).

Visual and Performing Arts (VPA)

Creative Assessment Webinar Series

This is an archived four-part series on creative assessment strategies for the VPA classroom. They are run live and then archived on the VPA professional development page. We have completed three of the four, and the remaining webinar is scheduled for April 12. Each webinar has averaged 80 participants (Effective, Learner-Centered Instruction; Great Teachers and Leaders).

Arts Integration Resource Project Fellows

Building off the success of the **Arts** Integration Resource Project, where teams of teachers met to create **arts** integrated units, the VPA specialist has designed a project that follows two teams as they actually implement **arts** integration into their classes. These teams have been integrating all year and will continue throughout this school year. The teams are documenting and reflecting on the process throughout the project. The Maine DOE's VPA specialist meets with the teams regularly and also does periodic visits to support the work and offer an outside evaluation of the unit (Effective, Learner-Centered Instruction; Great Teachers and Leaders).

Creating Artful Early Childhood Classrooms

The Maine DOE VPA specialist and the Maine DOE Early Childhood Specialist Sue Reed are collaborating to offer this professional development to teams of visual art teachers and early childhood teachers with the goal of helping them to develop strategies to more regularly and with more fidelity offer visual art opportunities to early childhood students. These teams meet for in person professional development three times throughout the school year, with online meetings in between. They have met in person once and met for the second time on Friday, January 27 (Effective, Learner-Centered Instruction; Great Teachers and Leaders).

Visual and Performing Arts Assessment Conference, June 26-28 at USM

This summer VPA teachers will have the opportunity to work with national **arts** assessment experts to create their own summative assessment for demonstrating proficiency in the VPAs. This summer conference will kick off a piloting and benchmarking project that will take place during the 2017–18 school year; VPA teachers will pilot these assessments, and teams of VPA teachers will benchmark the results for proficiency to attempt to create a resource of what proficiency in VPA actually looks like in Maine (Effective, Learner-Centered Instruction; Great Teachers and Leaders).

Massachusetts ESSA Plan:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/essa-every-student-succeeds-act/essa-state-plan.html>

Pages 12-15: While we have made strong strides in providing an excellent education in Massachusetts, we have still not attained our goal of preparing all students for success after high school. A few facts highlight the broader story:

Exposure to a broad curriculum is an important part of a student’s overall educational development. Yet at the high school level, only 72 percent of students completed MassCore, the state’s recommended curriculum for college readiness. About 6 percent of elementary and middle school students took no **arts** course in 2015–16; at the high school level, more than 50 percent took no **arts** in that year.

Priority 3: Increase the quality of instruction by more strongly aligning instruction to the high expectations of the Massachusetts curriculum frameworks.

Increasing student access to an ambitious, engaging, well rounded curriculum. We will support educators in understanding the curriculum frameworks and employ high expectations for instruction. We will encourage districts to increase student access to high-quality curriculum and enrichment opportunities that include English language arts, mathematics, science, history and civics, **the arts**, foreign languages, computer science, physical education and health, career development education, dual-enrollment in postsecondary coursework, and alternate pathways to preparation for success after high school. We will provide guidance, technical assistance, and professional learning networks to support implementation of these initiatives for both pre-service and in-service educators. This support will include targeted support for educators working with students with disabilities and English learners. Additionally, we continue to work to ensure that our curriculum standards are up-to-date and of the highest quality. We recently updated the state’s frameworks in science and technology/engineering and in digital literacy and computer science; completed a review and revision of the English language arts and literacy and mathematics curriculum frameworks, which we hope to release this spring pending final Board approval; and began a review and revision of the state’s history and social sciences curriculum frameworks. As a result of the feedback we received during our public consultation process for our ESSA plan, we are proposing to begin a review and potential revision of the state’s curriculum framework for the arts, which was last updated in 1999.

Massachusetts ESSA Plan continued:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/essa-every-student-succeeds-act/essa-state-plan.html>

Pages 19-24: School and district accountability

We heard strong support from stakeholders for the inclusion of certain input measures, specifically access to a well-rounded curriculum including the **arts**, physical education, advanced coursework, computer science, career development education, and other offerings. At least in the initial years of the new accountability system, such input measures are better represented as indicators in a school or district report card so that the information is readily accessible to parents, policymakers, and the public, rather than as indicators in an accountability system.

Other accountability index indicators that we are considering include:

- Student engagement (e.g., attendance, chronic absenteeism)
- Dropout rates
- Successful completion of a broad and challenging curriculum
- Ninth grade success

These measures would be aggregated into an overall school performance index. Per the federal law, the core measures outlined above would be given much greater weight in the calculation than the additional measures. For certain measures, we may begin by including them in enhanced reporting on our school and district report cards to encourage state and local conversations about programmatic and/or policy changes, such as expanding course offerings and ensuring a well-rounded curriculum including **arts**, physical education, and service learning.

As noted above, we will enhance our annual school and district report cards, making them more user-friendly and adding various measures of school and district performance beyond those included in the formal accountability system. Elements that we anticipate including in school and district report cards and profiles include:

- Breadth of curriculum (e.g., access to courses beyond English language arts, mathematics, science, history and civics, such as the **arts**, physical education, computer science, and community service)

Ongoing review and refinement

Ninety-six percent of respondents to our February/March feedback survey expressed support for including as indicators in the accountability system access to the **arts** and to a broad curriculum generally, including such elements as computer science, career-technical programs, and advanced coursework.

Massachusetts ESSA Plan continued:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/essa-every-student-succeeds-act/essa-state-plan.html>

Ongoing review and refinement continued

As we refine our implementation of our plan, stakeholder voice and analysis of the strong work underway in Massachusetts districts and schools will continue to play a prominent role. We hold regular meetings with many of our stakeholder groups, including superintendents, principals, teachers, union leadership, school committee members, state board members, state legislators, parents, students, and so forth. Our work to promote **arts** education has been informed by recommendations from the state's Creative Challenge Index Commission and supported through targeted appropriations from the state legislature. We have established intentional processes that allow us to study the effectiveness of our initiatives, and we will continue to learn from local implementation efforts and make adjustments to our plans as necessary. We will continue these conversations and analyses, and also offer additional opportunities for stakeholders to provide input, particularly at key junctures when we are considering significant changes to an element of the plan.

Pages 32-33: Outreach and Input

We gathered formal input from others in the state's education policy governance structure, such as the governor's office, the legislature, the state Board of Elementary and Secondary Education, and many of the Board's Advisory Councils, including the Accountability and Assistance Advisory Council, Gifted and Talented Advisory Council, Family and Community Engagement Advisory Council, State Student Advisory Council, and **Arts** Education Advisory Council.

Pages 82-84: Well-Rounded Education

As mentioned above, we are also in process of considering a timeline to begin a review and potential revision of the state's curriculum framework for **arts** and for comprehensive health education (including physical education), which were both last updated in 1999.

Since 2007, Massachusetts has recommended that all high schools require students to complete MassCore, a minimum program of academic studies, before graduation. MassCore recommends course-taking requirements across the disciplines (including foreign languages, the **arts**, health, including physical education, civics, and technology) to ensure that students are prepared for success after high school.

In addition to the above work, Massachusetts will use Title IV, Part A and other funds to build upon ongoing efforts in this area that may include but are not limited to the following:

The **arts** are a critical part of a well-rounded course of study for preparation for postsecondary success in a vibrant, critical and creative thinking 21st century economy. ESE's **Arts** Education Advisory Council works to address the issues innate in revising the **Arts** Curriculum Framework as well as to research, review, and document recommendations for advancing the **arts**. The Council is considering ways to support districts in effective and meaningful curriculum integration in **arts** education. In addition, we plan to begin reporting more discretely on student access to and participation in **arts** coursework at the school and district level. Our work to promote **arts** education has been informed by recommendations from the state's Creative Challenge Index Commission and supported through targeted appropriations from the state legislature.

Massachusetts ESSA Plan continued:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/essa-every-student-succeeds-act/essa-state-plan.html>

APPENDIX C: Stakeholder Engagement Summary

Arts Education

In over 24 percent of the open response items on the survey, as well as in dozens of letters, emails, and Pantone color swatch postcards, respondents made the case that access to the **arts** was a fundamental component of the humanities and a critical piece of becoming a well-rounded citizen. Many asked that ESE include access to the **arts** both as an accountability measure, as it was presented in the draft plan, and as an area where the Commonwealth could enhance its programming (specifically among its Title IV programs, but also in professional development programs such as Title IIA). Some respondents also cited evidence that shows the positive effects of **arts** education in improving student engagement and corresponding academic improvement in English language arts and mathematics. It is important to note, however, that while no respondents disagreed with the idea of broadening students' access to the **arts**, a few expressed a specific concern about including access to the **arts** as an accountability measure. Their argument was that certain specialized schools with an intentionally narrow program of study, or where **arts** is "baked into" other courses within the general curriculum, might be adversely impacted by such an accountability measure and that the state ought to consider publicly reporting on student access to the **arts** rather than using such a measure as part of a formal accountability system.

Modifications to the Accountability System

The survey results show that many of the indicators that were proposed in the draft plan were strongly supported by respondents to the survey. This is consistent with the information that the agency gathered throughout the ESSA consultation process.

	Strongly support	Somewhat support	Somewhat oppose	Strongly oppose
Accountability status for a district should be determined by the performance of all of its students taken together, rather than by the performance of its weakest school.	49.3%	36.5%	9.6%	4.5%
In aiming to provide a multidimensional picture about school performance, the proposed system strikes a good balance between too few and too many data elements.	21.7%	56.3%	16.3%	5.7%
The proposed system includes the right amount of indicators related to outcomes (e.g., student academic attainment, high school graduation).	23.1%	53.8%	16.4%	6.7%
The proposed system includes the right amount of indicators related to inputs (e.g., access to arts or advanced courses).	31.1%	42.9%	17.4%	8.6%

Massachusetts ESSA Plan continued:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/essa-every-student-succeeds-act/essa-state-plan.html>

APPENDIX C: Stakeholder Engagement Summary continued

When asked to what degree they supported the following statements about the proposed accountability system, respondents were generally in favor of all the statements made:

	Strongly support	Somewhat support	Somewhat oppose	Strongly oppose
Accountability status for a district should be determined by the performance of all of its students taken together, rather than by the performance of its weakest school.	49.3%	36.5%	9.6%	4.5%
In aiming to provide a multidimensional picture about school performance, the proposed system strikes a good balance between too few and too many data elements.	21.7%	56.3%	16.3%	5.7%
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Michigan ESSA Plan:

[http://www.michigan.gov/documents/mde/Michigan ESSA Revised Plan May23 Rev 572438 7.pdf](http://www.michigan.gov/documents/mde/Michigan_ESSA_Revised_Plan_May23_Rev_572438_7.pdf)

Page 3: Included in Table of Contents **Arts** Access/Participation Research Sources..... 107

Pages 27-28: School Quality or Student Success Indicator(s).

Michigan proposes a four-part additional indicator component:

- i. K-12 Chronic Absenteeism
- ii. K-8 Time Spent in **Fine arts, Music**, Physical Education, and Access to a Library Media Specialist
- iii. 11th-12th Grade Advanced Coursework and
- iv. High School Postsecondary Enrollment Rate.

The K-12 Chronic Absenteeism indicator uses a 100-point index and is calculated using all students enrolled in a school for at least 10 days. At least 10 students must be enrolled for this indicator to be calculated. Calculations are done for all valid subgroups. Chronic absenteeism is defined as missing at least 10% of a student's scheduled enrollment. Research cited in Appendix D shows this to be a valid measure.

The Time Spent in **Fine Arts, Music** and Physical Education Indicator uses a 100-point index. This measure is the amount of exposure students have to courses in the **fine arts, music** and physical education. At least 10 students need to be enrolled for this measure to be calculated. Calculations are done for all valid subgroups. This measure will include additional data collection but is key to Michigan's strategic 10 in 10 initiatives.

Page 39: School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Michigan already has in place the Michigan Merit Curriculum, which requires all students to take coursework in mathematics, English/language arts, science, social studies, foreign language, and **fine arts**. Michigan also has rigorous career and college ready standards in mathematics, ELA, and science, and are updating our social studies standards currently. These govern the learning expectations for all students K-12.

Pages 79-80: F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Michigan ESSA Plan:

[http://www.michigan.gov/documents/mde/Michigan ESSA Revised Plan May23 Rev 572438 7.pdf](http://www.michigan.gov/documents/mde/Michigan_ESSA_Revised_Plan_May23_Rev_572438_7.pdf)

Pages 79-80: F. Title IV, Part A: Student Support and Academic Enrichment Grants continued

As Michigan begins implementing the strategies to become a Top 10 state over the next 10 years, the ESSA will allow districts to focus on education that is targeted on development and delivery of well-rounded education programs and instruction for all students that is learner centered with a focus on deeper learning and STEM/**STEAM**. The MDE is supportive of the increased flexibility that the districts will have through the consolidation of previous programs into the Title IV single block grant. The grant will provide increased access for students to instruction and supports that interest them and are centered on their needs. Michigan currently has in place the Michigan Merit Curriculum, which requires all students to take coursework in mathematics, English/language arts, science, social studies, foreign language, and **fine arts**. These individual school CNAs will roll up into the district determination of how to adequately distribute and target where to allocate the Title IV funds. For example, districts may choose to subsidize testing, improve technology infrastructure, hire an additional counselor, or teaching staff that focus on instruction in the **arts**, literacy, media, health and/or physical education or implement a district wide behavior plan.

Page 107: **Arts** Access/Participation Research Sources

ArtsEdSearch, Students-Policy Recommendations. Arts Education Partnership (AEP). <http://www.artsedsearch.org/students/policy-implications>

Catterall, James S. (2009). Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults. Los Angeles/London: Imagination Group/I-Group Books.

Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.

Craig, D. & Paraiso, J. (2008). Dual Diaspora and barrio art: Art as an avenue for learning English. *Journal for Learning through the Arts*, 4(1).

Eason, B. J. A., & Johnson, C. M. (2013). Prelude: Music Makes Us baseline research report. Nashville, TN: Metro Nashville Public Schools.

Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.

Nelson, C. A. (2001). The arts and education reform: Lessons from a four-year evaluation of the A+ schools program, 1995-1999. (Executive Summary of the series of seven Policy Reports Summarizing the Four-Year Pilot of A+ Schools in North Carolina). Thomas S. Kenan Institute for the Arts, Winston-Salem, NC.1

Respress, T., & Lutfi, G. (2006). Whole brain learning: The fine arts with students at risk. *Reclaiming Children & Youth*, 15(1), 24-31

Michigan ESSA Plan:

[http://www.michigan.gov/documents/mde/Michigan ESSA Revised Plan May23 Rev 572438 7.pdf](http://www.michigan.gov/documents/mde/Michigan_ESSA_Revised_Plan_May23_Rev_572438_7.pdf)

Page 107: Arts Access/Participation Research Sources continued

Southgate, D.E. & Roscigno, V.J. (2009). The impact of music on childhood and adolescent achievement. *Social Science Quarterly*, 90(1): 4-21.

Thomas. M. K., Singh, P. & Klopfenstein, K. (2015). Arts education and the high school dropout problem. *Journal of Cultural Economics*, 39 (4): 327-339

"First in the nation: Arts Education included in the Just Released New Jersey School Performance Reports." New Jersey Arts Education Partnership, 2015.

Appendix E: Summary of Stakeholder Engagement Activities in the Development of Michigan's ESSA Plan

Throughout the development of Michigan's Plan for the Every Student Succeeds Act (ESSA), the Michigan Department of Education (MDE) has sought the input and participation of stakeholders in the process. This input has taken many forms, both in-person and virtual, and respondents spanned multiple perspectives representing individuals, organizations, and all regions of the state.

Groups with specific interest in meeting to discuss their feedback on ESSA included school librarians, representatives of Michigan's Math and Science Center Network, arts education associations, student advocacy groups, parents of and organizations representing foster and homeless youth in the state, Michigan's 12 federally recognized tribes, and several civil rights organizations (the latter two described in more detail below).

This analysis was provided to MDE in December and was shared with Action Team Leads and other MDE staff, including those working on the ESSA plan. One of the findings of the survey was that responding parents supported the concept of MDE placing emphasis on helping teachers and aligning resources to support schools deemed as low-performing, which aligns well with the Partnership District concept. Additionally, respondents listed as most important to school quality: school safety; student achievement as determined by graduation rates, post-secondary enrollment, and the presence of art and music classes. This input, along with that received from other stakeholder groups, led to the addition of *time spent in arts, music, and physical education courses* as one of the components of the school quality and student success accountability indicator, and the consideration of other factors for inclusion on MDE's proposed Transparency Dashboard.

Transparency Dashboard

Support for Blueprint, librarians, gifted and talented students, Big History program, arts instruction

Michigan ESSA Plan:

[http://www.michigan.gov/documents/mde/Michigan ESSA Revised Plan May23 Rev 572438 7.pdf](http://www.michigan.gov/documents/mde/Michigan_ESSA_Revised_Plan_May23_Rev_572438_7.pdf)

Comments from Groups and Organizations

Several groups/organizations generated “form letter” comments addressing a variety of common topics. Other organizations submitted one letter representing the agreed-upon position of their membership.

Support and praise for the inclusion of **Fine Arts and Music** in the Accountability and Transparency Dashboards, with suggestions for and promise to aid in implementation (126)

Michigan Association of School Administrators (MASA) – (March 16) Feel strongly that some input on key issues was ignored, so addressed them in a memo. Key recommendations: Strongly urges delay of submission; oppose assigning a summative letter grade, and since so much of the plan references A-F this is a big reason for delay; weigh subgroups based on their percentage relative to overall population by building; remove teacher/administrator longevity metric, since this information is likely to be taken out of context and does not predict school health; remove (or limit to K-8 schools only and expand to “access” as well as “participation”) **fine arts/music**/physical education metric as it might have unintended consequences;

Michigan Association of Secondary School Principals (MASSP) – In a memo with attachments, express concerns with “significant elements of draft plan for Title A, Part A and Title II, Part A, and urge submission delay of at least these sections. Key recommendations around Title I: Finish development of a dashboard accountability model that does not include summative grades; weight subgroups based on their percentage of overall student population in a building; use a larger n-size of 50 students; abandon the use of teacher/administrator longevity data as a metric; limit the **arts/music**/P.E. metric to K-5 or K-8 OR change to measure access rather than participation;

Michigan Council of Charter School Authorizers — Express extreme concern about the “ever-changing nature of the contents of this plan” with special note of the change to (moving away from) the A-F strategy. They urge return to a single indicator (with more emphasis given to academic indicators) and encourage delay in plan submission until there is greater consensus from the education community, legislature, and executive. They also encourage dropping the time spent in **fine arts**/PE as it would undermine choice and stifle innovative curricula.

Michigan Education Association (MEA) — Express satisfaction with many points in the overall plan, especially focus on the whole child. Their memo provides input in four areas:

Accountability — Supports: proportional credit for participation, inclusion of graduation rates; inclusion of access to **arts**/PE; inclusion of educator longevity IF we do not continue NCLB model of restructuring.

Page 57: Teaching and Leading Workgroup

#	Recommendation	ESSA Advisory Group Decision
2	<p>Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure</p> <p>Nevada should report the number/percentage of teachers at each school who are “teaching out-of-field or are not fully state certified” in the following areas:</p> <p>Core Content Areas – Math, Language Arts, Science, Social Studies Elementary Early Childhood Special Education</p> <p>Possible consideration of other areas to report:</p> <p>Business and Industry Art/Music/PE Foreign Languages Other Licensed Personnel</p>	<p>Approved Areas Under First Bullet (future consideration for second bullet)</p>

New Jersey ESSA Plan:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

Page 92: Literacy Initiative

Pending sufficient Title II, Part A funding, NJDOE plans to launch a literacy initiative that will include wide-ranging, in-depth analyses of statewide student performance data. Through the analyses, NJDOE will identify specific areas in state literacy standards with which students continue to struggle. The initial focus will be on evaluating PARCC data related to reading literature and reading informational text. The results of the analyses will inform a plan for professional development that will include research-based instructional strategies and the effective use of technology to provide personalized learning opportunities for students through the development and can be expanded to other content areas, including **arts**, science, social science, career and technical education and physical education. Professional development will be provided to all stakeholders via face-to-face meetings, technical assistance and in-school coaching visits, as well as job-embedded, online learning modules that models successful digital learning pedagogical practice. The initiative's objective is to improve student performance in specific areas of state literacy standards that are identified as most troublesome for students.

Page 114: The redesigned school performance reports will play an integral role in ensuring all students have access to a well-rounded, rigorous education. For example, school performance reports currently present information on Advanced Placement/International Baccalaureate®, **visual and performing arts** and career readiness.

Page 141: Purpose of 21st Century Community Learning Centers

Under Title IV, Part B, 21st CCLCs are defined as centers that offer, during non-school hours or periods when school is not in session, academic remediation and enrichment activities in tandem with a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students, including youth development activities; service learning; nutrition and health education; drug and violence prevention programs; counseling programs; **arts, music**, physical fitness and wellness programs; technology education programs; financial and environmental literacy programs; mathematics, science, career and technical, internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high school students. The centers also offer families of students served, opportunities for active and meaningful engagement in their children's education, including literacy and related educational development.

New Jersey ESSA Plan continued:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

21st Century Community Learning Centers in New Jersey

The vision for New Jersey's 21st Century Community Learning Centers program is to support the development of high-quality, out-of-school time programs through community learning centers that provide services that impact both the academic and social skills of participating youth. The provision of services through 21st Century Community Learning Centers programs throughout the state will:

Increase students' career and college readiness by offering high-quality remediation activities in core academic areas, such as ELA and mathematics, and enrichment activities, including **arts and culture**, youth development experiences and physical activity;

To integrate cross-content information and skills, further the alignment of 21st Century Community Learning Centers to the school day and provide a seamless continuum of educational experiences, NJDOE requires 21st Century Community Learning Centers grantees to focus on one of the following themes:

- STEM;
- Civic engagement;
- Career awareness and exploration; or
- **Visual and performing arts.**

Pages 190 & 193: School Quality and Student Success Indicators -- Stakeholder Engagement

Performing arts/fine arts included under "other recommended indicators"

New Jersey ESSA Plan continued:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

#	Feedback	Contributors	NJDOE Response
Accountability and Support System			
46	Authentic and varied learning opportunities; learning experiences that extend well beyond the current focus upon literacy and mathematics that have been driven by current school accountability practices. Discussions centered on the need for more social and emotional learning, the arts , and civics. There was also a strong thread around authentic vocational learning that leverages all subject areas through practical application.	NJEA Roundtable (meeting)	District discretion: NJDOE is cognizant of the varying needs of schools and of how local educators and community members are best positioned to understand and address the needs of their students. Curriculum, course offerings, and learning strategies are best determined at the local level. As such, NJDOE welcomes feedback on what additional information can be provided on the performance reports so community members have the information they need to ensure their students are being provided authentic and varied learning opportunities. Additionally, NJDOE will continue to provide guidance to stakeholders to help them understand how federal and other funds can be leveraged to best meet student needs, both academic and non-academic.

New Jersey ESSA Plan continued:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

Page 261:

#	Feedback	Contributors	NJDOE Response
Additional Indicator/Chronic Absenteeism <i>cont.</i>			
7 5	Although the law only requires a minimum of one indicator of school quality and success be incorporated into the school accountability system, New Jersey should include several such indicators as soon as possible.	AFT-NJ NJ Arts Education Partnership	Feedback integrated, see section 4: NJDOE remains committed to collaborating with stakeholders to explore/develop additional indicators that best reflect New Jersey's priorities and, ultimately, have the most impact on improving student outcomes.

Page 264:

#	Feedback	Contributors	NJDOE Response
Performance Reports			
8 2	Support the expansion of the school performance reports to provide the public with greater detail regarding educational performance and conditions for all students. Encouraged by translation of performance reports into other languages, making them more accessible to educators and the community.	AFT-NJ NJ Arts Education Partnership	NJDOE appreciates the support for the modifications of school performance reports.

Page 266:

Performance Measure Reports		
The following list represents the measures stakeholders recommended NJDOE include in school performance reports.		
Currently Included in School Performance Reports	Planning to Include within Next Two Years	Will Consider Including in Future Performance Reports
Enrollment/availability of arts curriculum		<ul style="list-style-type: none"> • Arts teacher/student ratio • Full-time equivalent teacher assignments for each arts discipline
Will consider: NJDOE will consider the recommendations as it continues during the next few years to engage with stakeholders regarding how to improve the design, usability, and content of its school performance reports.		

New Jersey ESSA Plan continued:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

Page 272:

#	Feedback	Contributors	NJDOE Response
School Improvement <i>cont.</i>			
107	Needs assessments should include the following: <ul style="list-style-type: none"> • Coordination with organizations outside of school and between schools (transition practices, including between early childhood and elementary grades); • School readiness; • Access to health and other services (such as through community school structure); • Quality of instruction; • Access to career and technical education (secondary); • Resource allocation, including teacher assignments (i.e., effective use of staff resources); • Stakeholder engagement (is it integrated and explicit?); • School safety and health; • Sensitivity to student differences, including gifted and talented students, students with disabilities, etc.; • Social emotional needs of students; and • Review of curriculum/instruction to ensure schools are meeting the N.J. Student Learning Standards in all content areas. 	ESSA Stakeholder Focus Group (meeting) NJ Arts Education Partnership 42 Survey Respondents	Will consider: NJDOE will consider the recommendations as it improves needs assessment tools and guidance for schools and districts. NJDOE looks forward to working with stakeholders on the continuous improvement of such tools and guidance.

New Jersey ESSA Plan continued:

<http://www.state.nj.us/education/ESSA/plan/plan.pdf>

Page 276:

#	Feedback	Contributors	NJDOE Response
Supporting Districts			
1 1 8	NJDOE should collaborate with the New Jersey Arts Education Partnership and other arts education stakeholders to provide a detailed listing of materials and resources available from arts organizations to assist schools and districts support the implementation of local plans.	New Jersey Arts Education Partnership 42 Survey Respondents	Feedback integrated, see section 2: With regard to district use of <i>ESSA</i> funds to meet identified student needs, NJDOE is committed to working with external organizations to provide useful guidance to districts regarding the resources and opportunities available to them. NJDOE encourages the commenters to reach out essa@doe.state.nj.us for more information on how to get involved in these efforts.

Page 306:

Review of Commission report. The first step in creating Performance Level Descriptors was to review the original Task Force document (March 1, 2011 Interim Report) that recommended a basic structure and purpose for teacher evaluations in New Jersey.

Additional guidelines derived from the Interim Report include the statements that the “system should have a uniform design so measures are consistent across districts and within schools,” and that the “system should allow for differences in teaching positions” (e.g., Math, Language Arts, performing arts, career tech, special education).

Furthermore, the purpose of the evaluation system was defined in the Interim Report as follows:

- It will help clarify expectations.
- It will provide meaningful feedback.
- It will facilitate collaboration.
- It will improve and target professional development.

New Mexico ESSA Plan:

http://www.ped.state.nm.us/ped/ESSA_docs/NewMexicoStatePlanDraft_ESSA.pdf

Pages 42-43: Many individuals provided valuable insight into key elements of the state’s plan that will ultimately enhance New Mexico’s proposed approach and ongoing implementation, such as: Graduation policy and rate calculations, alternative demonstrations of competency, novice teacher mentorship, improving teacher preparation programs, strengthening teacher retention, refining teacher evaluation, bolstering teacher recruitment, the importance of Title IIA funding, parent/family voice needing to be amplified, support for gifted students, school choice, Pathways to Math Excellence, Making Sense of Science teacher professional development, the importance of **arts** education, stronger financial oversight of LEAs by the PED, bilingual education, supports for truancy and dropout prevention, reducing reporting burdens, a deeper focus on blended learning, real-time data reporting, End-of-Course exams, SAMs school designation as part of School Grades, the state’s approach to more rigorous interventions when a school is perennially failing, early warning systems, the newly-established Academic Parent-Teacher Team initiative, earlier return of PARCC data, a stronger menu of professional development opportunities for teachers, and principal evaluation.

Page 145: Title IV, Part B: 21st Century Community Learning Centers.

The STEM focus, and in some instances a **STEAM** focus (Science, Technology, Engineering, **Arts** and Math), is an element of every funded 21st CCLC grantee.

Page 154:

A. The Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description of SSAE program activities to be provided throughout the fiscal year, inclusive of which specialized instructional support personnel will be involved the delivery of services.

b. The RfA will highlight the allowable expenditures for Well-Rounded Educational Opportunities (ESEA section 4107) in New Mexico include the following:

i. Improving access to foreign language instruction, **arts, and music** education;

North Dakota ESSA Plan:

<https://www.nd.gov/dpi/uploads/1494/FinalNDESSAPlanforSubmission.pdf>

Page 11: Supporting All Students:

ESSA's focus on well-rounded educational opportunities ensures that all children receive fair, equitable, and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These programs may include: preschool programming; advanced coursework; Science, Technology, Engineering, **Arts**, and Math (**STEAM**) education programming; physical education promoting healthy lifestyles; career and technology education; 21st century skills; competency based learning; as well as personal learning opportunities.

Pages 27-28:

In an effort to do what is best for all students, the State ESSA Planning Committee received a letter of support from the North Dakota Council of the **Arts**. The letter advocates stating the "**arts**" by discipline in the state ESSA plan, and using the "**arts**" as a school quality indicator. This letter was submitted two months after the full state planning committee reached consensus about using school climate and student engagement as the two school quality indicators for the dashboard. The SEA and committee participants recognize that the **fine arts** are a part of a student's well-rounded education. Because of this point, the North Dakota ESSA Plan will provide a framework for districts and schools allowing them to articulate their unique needs for Title 1 school wide programming. The guidance of our state ESSA plan will include the importance of the **arts** in school wide reform strategy; however, it will be a school district's local decision on what strategies a school will use and outline in their individual plan. (Appendix G). North Dakota is a local control state and each school district will have the opportunity to address well-rounded education including the **arts**.

The creation of a state accountability plan required an abundance of communication and strong, established relationships.

The North Dakota Department of Public Instruction is continuing to build relations by establishing focus groups to help construct guidance and framework for our state plan once approved. An invitation is extended to stakeholders from the **Arts, Music**, Special Education, School Counselors, and many other groups to participate in providing guidance to ensure students have the well-rounded education.

Page 92: North Dakota recognizes all students deserve access to broad and rich in content curriculum. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA's focus on well-rounded education opportunities ensures all children receive fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These programs may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (**STEAM**) education programming, physical education promoting healthy lifestyles, career and technology education, 21st century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to: **Visual arts, drama, dance, media arts, music**

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalINDESSAPlanforSubmission.pdf>

Page 94: Well-rounded subjects:

These program may include; preschool programming, advanced coursework, science, technology, engineering, **arts**, and mathematics (**STEAM**) education programming, physical education promoting healthy life-styles, career and technology education, 21st century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to: **Visual arts, drama, dance, media arts, music**

Page 96: Innovative Learning

Through ESSA, North Dakota schools will be encouraged to incorporate STEM and **STEAM** learning strategies, competency-based learning programs, and project-based learning frameworks. These educational environments encourage students to connect and engage with a variety of learning mediums and demonstrate proficiency in nontraditional ways. The NDDPI will support districts that develop a comprehensive, innovative learning plan that demonstrates innovative practices and increases rigorous learning for students.

STEAM education strategies incorporate several academic disciplines that let students design, build, and communicate through tangible projects that support deep learning and create academic growth, and possibly a passion in 21st Century work skills and functions. **STEAM** strategies add the discipline of the **arts**. The **arts—through music, visual arts, and drama**, amongst others—promote creativity and a different kind of problem solving skills. The **arts** also promote fine and gross motor skills, risk taking, and further problem solving. Furthermore, the **arts** add a unique aesthetic attractive element to projects that may draw the curiosity of students that are not usually excited about the sciences.

Page 118: Five percent (5%) of set-aside funds will be used for Technical Assistance and State Activities as designated under ESSA:

Sec. 4202. (3) STATE ACTIVITIES.—A State educational agency may use not more than 5 percent of the amount made available to the State under subsection (b) for the following activities:

(A) Monitoring and evaluating programs and activities assisted under this part.

Including: Academic activities, **arts and music activities**, entrepreneurial education, tutoring, programs for EL students, recreational activities, STEM activities, telecommunication activities, programs that promote parental involvement, etc. In addition, monitoring of non-academic activities such as safe environments, information dissemination, and travel for students.

Page 133: APPENDIX TABLE OF CONTENTS

G	295-301	Recommendation for the Arts
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North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalNDESSAPlanforSubmission.pdf>

Pages 162-163: Identifying Additional Factors of School Quality

Key Takeaways – Communication

Research supports that opportunities for **fine arts**, STEM, and CTE programs indicate a high quality school and success for students.

Page 171: How do you measure effectiveness?

Arts – restructure the **arts** into curriculum

Page 175: Title II Funding

- REA grants for PD; teacher training on writing and arts; turnaround arts initiative; para professional trainings; ND Dropout Prevention Summit - these are all statewide initiatives including admin costs to oversee

Page 183: Gifted and Talented Topic

Gifted and talented in what? Academics? Math and English only? Science? **Arts**?

Need a better terminology than gifted and talented – maybe highest group of academic achievers?

Page 187: Recommendations from ND Council on the Arts

- Laurie discussed the letter from the North Dakota Council on the Arts regarding their recommendations for the ESSA plan.
- Beth Larson-Steckler offered comments about the state of the arts in ND indicating that smaller school districts have difficulty funding arts programs such as visual arts, dance and/or media arts in the schools.
- Multiple meeting attendees expressed their concern and support for funding arts opportunities.
- It was expressed that guidance should not push one type of program over another, but should identify the multiple options for use of the funds.
- One meeting participant shared how arts can be incorporated into the regular content and not only as an extra program.
- The school culture indicator may partially address the concerns expressed by the ND Council on the Arts
- Given that ND respects local control, NDDPI doesn't plan to dictate how the arts should be included in LEA plans but can provide guidance about the arts

Pages 211-212: Brainstorming supports (what are schools doing?)

Turnaround Arts

Page 218: Superintendent Baesler also asked about equity and stated it is defined differently by culture and people. For education, what opportunities are we giving our students? What do students in every zip code need? She felt that we need to make opportunity for all students and give them access to even more opportunities; move the needle on areas like electives, dual credit, **fine arts**, and AP.

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalNDESSAPlanforSubmission.pdf>

Pages 296-301: Appendix G

NORTH DAKOTA'S ESSA PLAN - RECOMMENDATIONS FOR THE ARTS

Submitted by Rebecca Engelman

Arts in Education Director, North Dakota Council on the Arts

November 1, 2016

DEFINING THE "ARTS"

"The arts" offer opportunities to make a substantial impact toward closing student achievement gap for students specifically addressed by the *Every Student Succeeds Act*. Over the past 20 years, significant evidence indicates "the arts" have the largest and most profound effect on students at risk. In addition, the arts offer amazing results for improving learning; student, teacher and parental engagement; enhancing creativity; fostering social and emotional skills; and fostering rich and inclusive school culture.

Recommendation: The "arts" should be stated by discipline (Visual Arts, Drama, Dance, Media Arts, and Music) within North Dakota's ESSA Implementation Plan. Stating each specific discipline removes ambiguity and makes clear the broad scope available to those hoping to use the arts as a tool in support of students and teachers. Referencing the arts in their entirety also aligns with the [National Core Arts Standards](#), a framework for designing state standards.

Response: The NDDPI will list the arts by discipline in our state ESSA plan. We agree that listing the various disciplines will provide more clarity to the readers.

STATE PLAN

Title I, Part A, Subpart 1, Section 1005 - As part of the accountability systems, states must include at least one indicator of school quality or student success beyond student achievement, graduation rates and English proficiency. Indicators can include measures of student and educator engagement, access to advanced coursework, school climate and culture, or other indicators as decided by the state.

Recommendation: The arts can serve as an asset in addressing each of these identified areas. I recommend that ND adopt the following arts-related indicators for its school quality or student success indicator(s).

- The number of arts course offerings.
- The percentage of high school students enrolled in arts courses that provide postsecondary credit.
- The proportion of certified arts educators to students.

Response: The statewide ESSA Planning Committee has discussed at length the new requirement within ESSA to include additional school quality indicators beyond achievement. The committee voted to include climate and student engagement as our two indicators.

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalNDESSAPlanforSubmission.pdf>

LOCAL EDUCATION AGENCY PLANS

Title I, Part A, Subpart 1, Section 1006 – To receive Title I funding, a district must submit a plan to the state education agency that describes how it will identify inequities in educational opportunities and help close the achievement gap for all students. These plans must include a description of how the district will provide a well-rounded education.

Recommendation: The definition of a well-rounded education includes the arts. When describing the instructional programs offered to Title I-eligible schools and populations a district must provide a description of its arts education programs and the roll these programs play in providing all students a well-rounded education

Response: All districts complete a consolidated application to access their federal Title funding. Within the consolidated application, there will be a section where districts will address well-rounded education. North Dakota is a local control state and each district will have the flexibility to define how they define a well-rounded and how they choose to use the funds. However, the NDDPI will be creating consolidated application guidance. Within the guidance, the NDDPI will outline options for districts to consider in their definition of a well-rounded education and we will include the arts as one of the options.

SCHOOLWIDE PROGRAMS

Title I, Part A, Subpart 1, Section 1008 – Schools can use funding under this section of Title I, Part A to establish and implement plans based on a needs assessment to improve the education program of the entire school. To be eligible for schoolwide program funds, schools must have at least 40 percent of their students identified as coming from low-income families and create a schoolwide plan which embraces whole school reform.

Recommendation: As a part of a well-rounded education, incorporate the arts as a strategy to provide all students the opportunity to achieve. For example, opportunities for the arts can include:

- Engaging the arts to improve students' non-academic skills, such as self-efficacy, engagement, and/or social and emotional learning.
- Supporting student attendance and other non-academic indicators through increasing access and opportunities in the arts and other well-rounded educational subjects.
- Improving 21st century skills for creativity, collaboration, communication, and critical thinking.
- Incorporating arts-based techniques in professional development programs to strengthen the effectiveness of educators in improving student learning outcomes.

Response: The ESSA Plan will provide a framework for districts and schools that allows them to articulate their unique needs for Title I schoolwide programming. The NDDPI will include within its guidance the importance of the arts in schoolwide reform strategies; however, it is ultimately a local school decision on what strategies they use and outline in their schoolwide plan.

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalNDESSAPlanforSubmission.pdf>

TARGETED ASSISTANCE SCHOOLS

Title I, Part A, Subpart 1, Section 1009 – Schools that do not meet the poverty threshold for schoolwide schools can use Title I funding to create programs targeted to help academically at risk students meet the state’s academic standards. These programs can occur during the traditional school day or in expanded learning time.

Recommendation: Include the arts as a potential strategy for meeting the objectives set by schools for the Targeted Assistance Schools programs.

Response: The ESSA State Plan will provide a framework for districts and schools that allows them to articulate their unique needs to Title I Targeted Assistance programming. The NDDPI will include within its guidance the importance of the arts in Title I targeted assistance strategies; however, it is ultimately a local school decision what strategies targeted assistance schools elect to use in their program.

PARENT AND FAMILY ENGAGEMENT

Engaging the families of students is an important aspect of ESSA and appears in several areas of Title I. Title I, Part A, Subpart 1, Section 1010 - Districts must establish, implement and annually review with parents and other stakeholders a policy for engaging families in the school and, through doing so, improving their children’s education.

Recommendation: As an effective strategy for engaging families in the school, incorporate the arts by including:

- Arts programming in a back-to-school night or other broader parent engagement events.
- Updates on arts education activities in parent newsletters.
- Recording attendance at arts events.
- An arts-centered question on student, educator or parent surveys of school engagement and climate.

Response: The NDDPI will include within its guidance for local school districts recommended strategies for parent and family engagement and within these recommendations, we will suggest and include arts initiatives; however, the state plan will not go into this level of detail.

Title I, Part A, Subpart 1, Section 1006 – The district must provide parents and families of English language learners (ELLs) with information on how they can support their children in learning within the well-rounded education subjects.

Recommendation: Provide parents with expectations for their children in arts classes, as well as strategies to encourage their children to practice and engage in creative activities at home.

Response: The NDDPI will include within its guidance the importance of the arts in schoolwide reform strategies; however, the state plan will not go into this level of detail.

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalINDESSAPlanforSubmission.pdf>

Title I, Part A, Subpart 1, Section 1008 - Schools must include parents, educators and other impacted community stakeholders in the development of the schoolwide program plan.

Recommendation: To ensure that a school includes the arts as part of a schoolwide program plan, include arts educators, parents and others interested in the arts as part of the planning committee.

Response: The ESSA State Plan will not go into this level of detail. The make-up of planning committees at the school level is a local decision.

DEVELOPING STANDARDS AND ASSESSMENTS

Title I, Part B, Section 1201 – States may use the Title I, Part B funds to develop standards and/or assessments in mathematics, ELA, science and any other subject that the state chooses – including the arts.

Recommendation: ND's K-12 Art standards were adopted in 2000. Update the current standards and create aligned assessments to monitor student performance in the arts. *(For example, the National Coalition for Core Arts Standards (NCCAS) has created Model Cornerstone Assessments aligned with the new National Core Arts Standards that assess arts learning across selected grade levels and artistic disciplines.)*

Response: The ESSA State Plan will provide a framework outlining the process used for standards review and adoption, but will not provide a timeline for the adoption of review of arts standards specifically or any other content area standards. The NDDPI does not create assessments for content areas beyond what is required in state or federal law.

INNOVATIVE ASSESSMENT AND ACCOUNTABILITY

Title I, Part B, Section 1201 – States may, either individually or as a group, apply to the U.S. Department of Education to pilot a new system of state assessments. This system can include a wide range of assessment structures including competency-based and performance-based assessments.

Recommendation: Include assessments of arts learning aligned to the state arts standards and incorporate both performance-based tasks and traditional written and multiple-choice questions.

Recommendation: Provide districts with funding to ensure that learning in the arts is assessed throughout the school year with formative, interim and summative assessments.

Response: Current NDCC 15.1-21-08 outlines that the superintendent of public instruction administers state wide assessments aligned to standards in reading, mathematics, and science. The NDCC does not include the authority for an arts assessment.

North Dakota ESSA Plan continued:

<https://www.nd.gov/dpi/uploads/1494/FinalINDESSAPlanforSubmission.pdf>

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Title IV, Part A, Subpart 1 – As with Title I, Part A, states must submit a plan to the U.S. Department of Education in order to receive funding under Title IV, Part A – the Student Support and Academic Enrichment Grants. These grants are designed to, in part, help districts and schools “provide all students with access to a well-rounded education” (Title IV, Part A,

Section 4101). As part of the requirements to receive funding under this new program, districts must conduct a needs assessment on how it currently supports a well-rounded education – including the arts – and identify areas for improvement.

Recommendation: Include arts education programs initiatives that use the arts for student engagement and programs that integrate the arts into other subjects.

Response: Within the consolidated application guidance, the NDDPI will provide information and direction to school districts with regard to the required needs assessment. NDDPI will include in our guidance, a recommendation that LEAs include arts education program initiatives in their programming.

EDUCATOR EFFECTIVENESS

There is considerable evidence that teachers of the arts are often considered as having made the most meaningful impact on the lives of students by encouraging discipline, persistence, collaboration, risk taking, effort towards excellence and more. These are skills that last a lifetime and may be applied to any career choice. The arts also eliminate barriers and engage students in activities in which they create their own relevance.

Recommendation: Include artistic literacy as a quality indicator for Educator Effectiveness in any future teacher evaluation system.

Response: Principal/teacher evaluations is an area that ESSA leaves to local control. In North Dakota, school districts provide an assurance within the AdvancED system that they have a principal/teacher evaluation system in place. The model that districts use is a local decision. The NDDPI does not approve principal/teacher evaluation systems.

Oregon ESSA Plan:

http://www.oregon.gov/ode/rules-and-policies/Documents/OR_consolidatedStateplan.pdf

Pages 10: Executive Summary

Under NCLB, states established an emphasis on closing achievement gaps by requiring annual reporting of test scores and graduation rates by student group. Despite its intentions, NCLB lacked flexibility and had unintended consequences. An overemphasis on foundational skills like reading, writing, and math in many cases led to a cut in programs and activities, as well as a narrowing of curriculum in subjects like science, history, foreign language, the arts, physical education, career and technical education, and others. This approach, while well-intentioned, has stymied what we know is best for students: providing rich learning opportunities that embrace a well-rounded education from pre-K through high school.

Pages 40-41:

Category	Indicator
Well-Rounded Education	Access to diverse learning opportunities, such as: Science, the Arts, Music , Social Sciences, Physical Education (PE), Health; Talented and Gifted (TAG); Career and Technical Education (CTE); Science, Technology, Engineering, Art , and Mathematics (STEAM); advanced learning; school library programs; expanded learning-afterschool and summer programs

Tennessee ESSA Plan:

https://www.tn.gov/assets/entities/education/attachments/ESSA_state_plan.pdf

Page 24: In October 2016, the TDOE released a status report describing from whom and what we heard during the input phase of our ESSA stakeholder engagement. There were areas of clear consensus across groups, as well as the need for further discussion and decision points. The critical decision points included the following:

- Well-rounded students:
- ways to include measures of career readiness within accountability framework
- opportunities to expand curriculum and course-offerings for all students (including **arts, music**, physical education, and other CTE course offerings)

Page 155: Approved Activities

The 21st Century Community Learning Centers provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities/programs may include the following. **Arts & Music Activities**

Pages 198-200: Title IV: Student Support & Academic Enrichment Grant –Supporting a Well-rounded Education

Tennessee believes that all students should receive a high-quality education that also provides well-rounded experiences and prepares all students for life after high school. By supporting the whole child and a supportive learning environment, we will promote equity and excellence for all of our students. It is imperative that students have access to coursework and activities that interest them. We heard from hundreds of parents and educators how critical **arts and music**, health and wellness, mental health services, counseling, sports, and clubs are in a student's development, as well as supporting students' academic interests and lifelong learning. The TDOE will use the flexibility under Title IV, Part A, the new Student Support and Academic Enrichment (SSAE) program, to allow districts and schools the flexibility they need to invest these new federal resources wisely in meeting the needs of all students to attain a holistic, well-rounded education. We believe these funds and the areas of allowable expenditure will be most directly related to our priority goal areas of All Means All and High School & Bridge to Postsecondary.

Additionally, the department will assist districts and schools in developing collaborative models that build upon existing internal supports such as IDEA, coordinated school health, and family resource centers while establishing effective community partnerships in areas such as primary and behavioral health. Each district will also have flexibility to utilize its grant funds to support these well-rounded opportunities based on its specific needs. These additional formula dollars provide opportunities for states and districts to address issues that impact student achievement and can support students around choices after graduation.

Well-Rounded Educational Opportunities (ESSA § 4107)

Improving access to foreign language instruction, **arts, and music** education

Tennessee ESSA Plan:

https://www.tn.gov/assets/entities/education/attachments/ESSA_state_plan.pdf

Pages 232-233: In addition, the endorsements that may be issued were also streamlined in 2015. Below are the areas for which a licensed educator is prepared to provide instruction, leadership, or services in schools and districts in Tennessee.

Grade Spans

Endorsement Areas

PreK-12

Fine Arts

Page 285: Industry Certifications

Tennessee's Career and Technical Education (CTE) programs of study are meant to provide a relevant framework of industry-aligned, rigorous courses that progress a student in knowledge and skills year over year. They provide invaluable opportunities for students to experience a subject they are passionate about and explore interests that lead to postsecondary learning and future career paths.

2017-18 Career Clusters

Architecture & Construction

Arts, A/V Technology, & Communications

Page 316: A.4 ESSA Town Hall Feedback

Five town hall in December 2016: Chattanooga, Knoxville, Jackson, Memphis, and Nashville

4. What are the top three ways you believe we can ensure all students receive a well-rounded education?

- Community/family involvement
- **Arts Education**
- Academics/Academic needs/Quality Curriculum
- PD, teacher training
- Coordinated School Health
- Access to technology equipment and resource materials, CTE program funding
- Equity across district

Vermont ESSA Plan:

<http://education.vermont.gov/sites/aoe/files/documents/edu-essa-vermont-state-plan-draft-050317.pdf>

Arts are not mentioned