

ESSA Key Decision Points



Topics pertain to: Arts Education added by Think 360 Arts, Arts Think Tank, Colorado Arts Education Coalition

For Which Spoke Committee: Standards

ESSA Citation	Requirement	Decision Point	Recommendations	Considerations
Title I, Part A, Subpart 1, Section 1005:	Each state must submit a plan to the U.S. Department of Education detailing the state’s standards, assessments and accountability systems and provide descriptions of how the state will support districts in ensuring educational equity for all students.	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.	<p>Ability to connect with professional artists in the field, employed and working.</p> <p>Consider graduation requirement and Higher Education requirement of an arts credit including concurrent enrollment in advanced art courses offered at the Community College level.</p> <p>Push for more endorsed arts instructors throughout Colorado, especially in the rural communities.</p> <p>Recognition of the role and responsibility to partner with arts associations, such as Colorado Art Education Association, Colorado Music Education Association, Colorado Thespians, Colorado Dance Educators, etc.</p> <p>Contact and work with community arts organizations.</p>	<p>The arts can serve as an asset in addressing each of these identified areas and, as such, a state could adopt arts-related indicators for its school quality or student success indicator(s). Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • The number of arts course offerings. • The percentage of students enrolled in arts with postsecondary credit. • The proportion of certified arts educators to students. • Increased student learning and mastery • Improved school climate and culture • Increased student engagement • Increased parental involvement
Title 1 (A)(1) Section 1006:	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	As the definition of a well-rounded education includes the arts, a district can provide a description of its arts education programs and the role of those programs in	<p>Arts rich schools continue to be schools with upper to middle class support, rural and economically challenged schools lack the resources and connectivity to arts organizations and providers.</p> <p>Ability to use Title I funds to bring arts providers into the school system to partner with them.</p> <p>Ability to reach teachers in high poverty schools with directed</p>	<p>Evidence as prescribed by Title I lists these benefits, but far too many schools are hesitant to spend Title I funds for the arts. Show evidence of and encourage:</p> <ul style="list-style-type: none"> • Increased student learning and mastery

	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 – a new requirement within ESSA.	providing all students a well-rounded education when describing the instructional programs offered to Title I-eligible schools and populations.	arts instruction through professional development. We must bringing the complete well-rounded education to these students and teachers.	<ul style="list-style-type: none"> • Improved school climate and culture • Increased student engagement • Increased parental involvement
Section 1008: Schoolwide Programs: (FUNDS) (A)	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. (There is a waiver exception, from the State, as well).	As a part of a well-rounded education, these plans may incorporate the arts as strategies 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 or engagement. *Supporting student attendance and other non-academic indicators through increasing access and opportunities in the arts and other well-rounded educational subjects. *Incorporating arts-based techniques in professional development programs to strengthen the	Incorporation of arts learning within these plans. Ultimately if they do not include the whole-child in the plan, the arts will not be a deliverable experience for these schools and students. Although arts can engage students in non-academic skills, it can certainly be the gateway for opening up the pathways for learning in all subjects. Increase teacher involvement in arts support and ideas, through incorporating community partners that comprehend the magnitude of their instructional responsibilities. Demonstrate and value the manner in which an artist thinks, including but not limited to: <ul style="list-style-type: none"> • Comfort with Ambiguity • Idea Generation • Transdisciplinary Research 	Possible opportunity to investigate- Plans that may be a combination of federal, state, and local funds to improve the overall education program for schools meeting a threshold of disadvantaged students to strengthen academic programs, increase amount and quality of learning time, and provide well-rounded (all subjects as defined) education.

		effectiveness of educators in improving student learning outcomes.		
Section 1009: Targeted Assistance Schools (FUNDS): (b)	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.	Newly allowed with the passing of ESSA, the arts, as part of a well-rounded education, can be included as a potential strategy for meeting the objectives set by schools for the Targeted Assistance Schools programs. These strategies can include in-school, afterschool and summer programs that engage arts-focused learning in support of students meeting the state’s academic standards.	Incorporation and use of outside community providers, that specialize in quality arts education pedagogy. Support for after school intervention with the use of arts education to strengthen engagement.	Consider the overarching set of ten standards and other courses listed in ESSA as a way to ensure all students have access to all courses.
Section 1009: Targeted Assistance Schools: (b) (2) (G) (ii):	Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part.	SEA and or LEA must define what constitutes “minimize” and “regular classroom”	Regular classroom should include all 10 standards stated in CAP4K which includes visual art, music, dance, and theater.	Reinforces minimizing removal of students from electives (arts ed) or other courses for remediation.
Title 1-Section 1111-State Plans (1) (A) and (C)	Each State shall provide an assurance that the State has adopted challenging academic content standards and aligned academic achievement standards (referred to in this Act as ‘challenging State academic standards’) The State shall have such	Review and Revision of 10 Colorado Academic Standards including the arts	Continue work of standards review/adoption plan under CAP4K. The standards revision/implementation work can be used inform requirements in State Plan development in ESSA section 1111.	Complementary language to CAP4K allows states to determine specific academic standards. Keep the arts as 4 distinct standards and incorporate digital media arts within.

	academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject state determined			
1111(h)(1)(C)(ix)	<p>State and LEA report cards must include information on the number and percentage of:</p> <ol style="list-style-type: none"> 1) Inexperienced teachers, principals, and other school leaders 2) Teachers teaching with emergency or provisional credentials <p>Teachers who are not teaching in the subject or field for which the teacher is certified or license</p>	States must adopt a uniform statewide definition of the term “inexperienced” and the phrase “not teaching in the subject or field for which the teacher is certified or licensed”.	“Inexperienced” should be defined as teachers without a degree in their subject specific arts education or that does not meet licensure requirements of an added or alternative license endorsement in that specific arts area.	<p>Use CDE Licensing rules for licensure and alternative license and added endorsement worksheets for the arts content areas as guidance.</p> <p>Work with teacher preparation programs for arts teachers to adhere to higher education standards of quality and rigor of new arts teachers.</p>
Section 1111 – State plans (2)(A)(b)	Requirements(III)in the case of any other subject chosen by the state(vi) involve multiple up to date measures of student academic achievement including measures that assess higher-order thinking skills and understanding which may include measures of student academic growth and may be partially	What are the multiple measures and how do we reliably assess higher order thinking.	The benefits of the arts should be considered among the multiple measures.	Complementary language (Section 22-7-1006 1 (b)) -aligns to the options given to LEAs currently. Connection for the content collaborative assessment work. Implies that other subjects, such as the arts, could be used as a measure of student growth in addition to testing math, RWC, and science.

	delivered in the form of portfolios, project, or extended performance tasks.			
Section 1111(c)STATEWIDE ACCOUNTABILITY SYSTEM(4) DESCRIPTION of system (B) INDICATORS (A) academic achievement (II) For purposes of the sub clause (I)	The State may include measures of (III) student engagement (VII) school climate and safety (VIII) any other indicator the State chooses that meet the requirements of the clause.	Determine measures student engagement, climate and safety.	The arts have been shown to increase student engagement and improve school climate therefore should be included in any form of measurement of these elements.	Connected language HB 10-1273 Section 1 (1) (a) <i>/possible opportunity to investigate</i> -Using state HB-1274 may be possible to consider/include student engagement or climate in the arts as a possible measure of school accountability.
Section 1112: Local Education Agency Plans (FUNDS): (b) (1) (A)	LEAs use funds for developing and implementing a well-rounded program of instruction to meet the academic needs of all students.	“Well-rounded program” must be defined as well as “academic needs” of all students.	The arts are included in well-rounded program and are a part of academic needs of all students.	Complementary language CAP4K SB08-212(a) - Reinforces Colorado legislation
PART B-STATE ASSESSMENT GRANTS SEC 1201 GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES (a) GRANTS AUTHORIZED (2)	If a State has developed the assessments adopted under sec 1111(b), to administer those assessments or to carry out other assessment activities described in this part such as (B) Developing challenging State academic standards and aligned assessments in academic subjects for which	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.	(J)– allows for collaboration with Higher Ed programs including those for the arts and arts education and includes funding (K) indicates multiple measures, not just standardized tests linked with low DOK, but could include measure of the benefits of the arts.	Possible opportunity to investigate - Could support content collaborative work in developing performance assessments for revised standards in all subjects. This can include ensuring the continued alignment of the assessments to the standards, the validity and reliability of the assessments in measuring student learning and expanding the assessments to include multiple measures of learning. It can also include

	standards and assessments are not required under section 1111 (b). (J) Allows for collaboration with higher education (K) Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.			supporting districts in the creation or revision of district-level assessment systems. For the arts, this could mean providing a district with funding to ensure that learning in the arts is assessed throughout the school year with formative, interim and summative assessments.
Title II- Section 2101- (section 2101-2104) and B (subpart 4)-	ESSA gives states power to define effective instruction.	Define “Effective”	Evaluators should use the CDE Practical Guides for Evaluating Teachers of the Arts along with conversation with arts teachers in interpreting how the Teacher Quality Standards are evidenced in arts teaching and learning.	Complementary language (Section 22-7-1002 (4) (c) In line with our educator effectiveness process-Highly qualified had been replaced with “effective” throughout ESSA.
Title II-Section 2001 (c) (4) (B) (xvii)	Consolidates PD grants and special programs.	Title II consolidation of funds for educator PD and special programs (i.e., STEM) allows SEAs to use these funds in myriad ways to meet the needs of the State. These funds can now be used for more SEA-led PD and innovative programming.	Use funding for relevant arts professional development for teachers in their area of expertise. The arts are a proven way to benefit innovative programming and should be considered in the use of these funds for professional development. Ability to address professional development with aesthetic education providers, best practices in aesthetic education with discoverable moments of learning.	We should consider working with higher education partners in the arts and arts education as well as arts organizations and community groups for the benefit of innovative programming and professional development.
Title IV-Section 4101-21st Century Schools	Improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—“(1) provide all students with access to a well-rounded	Review different requirements for state eligibility requirements for state grants. As part of the requirements to receive funding under this new	Consider broader applications of funding for full spectrum of state level core courses including the arts using 21 st century schools funding. Consider cross-section to CTE around digital literacy language including ways in which the arts are involved.	Continued SEA focus on 10 content area including the arts and EE state plan efforts. The consideration for state funded activities to support a well-rounded approach to education should be considered for needs to support schools and districts-broader

	education;“(2) improve school conditions for student learning; and“(3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	program, districts must conduct a needs assessment on how it currently supports a well-rounded education – including the arts – and identify areas for improvement.		application of 21 st century funding use
Section 4104-State Use of Funds“(a) IN GENERAL.—	Each State that receives an allotment (3) use the amount made available (b) STATE ACTIVITIES. (3) supporting LEAs in providing (A) well-rounded educational experiences to all students, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often under-represented in critical and enriching subjects, which may include—“(i) increasing student access to and improving student engagement and achievement in—“(II) activities and programs in music and the arts;...	Determine ways to increase access and engagement of the aforementioned groups of students.	Make sure arts programming is under the supervision of experienced and effective teachers and providers. <ul style="list-style-type: none"> Community arts providers can partner with experienced and effective arts teachers to be able to address and demonstrate connections with diverse populations. 	All arts increase student engagement when done well. This also specifically calls out music separate from art but uses the term “and” and not “or” implying there should be at least two art forms.
Title IV-Section 4105-21st Century Schools	LEAs use of funds given by state from section 4104- lists several eligible	Determine partnerships with higher education and community entities, STEM,	These funds should be used to offer opportunities for innovative partnerships and projects that include the arts and arts integration programming including, but not limited to, STEAM.	Funding under this allocation and complementary alignment to CO law regarding ten subjects and 21 st century

	activities for Section 4107- Activities to Support Well-Rounded Educational Opportunities-- use of the state allocated funds.	Arts, Integrating-arts and STEM, PFL, PWR/Career awareness etc...other activities that support student access well-rounded education.		skills etc.
Section 4107: Activities to Support Well-Rounded Educational Opportunities: (a) (3) (B);	Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;(a) (C) (3) (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education.	Promote the arts as a component of STEM learning.	Music <i>and</i> the arts are specifically mentioned as means for success for students in engagement, problem solving, and conflict resolution.	Aligns to HB 1273 and has some alignment to 21 st century skill attainment. STEM/Arts integration mentioned
‘Title IV-Section 4201. PURPOSE; DEFINITIONS 21st century Learning Centers ‘(2)	Offer students a broad array of additional services, programs, and activities.	The arts are included as a part of 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;	Consider broader applications of funding for full spectrum of state level core courses using 21st century schools funding. Reference Colorado Creative Industries research documenting high number and broad effects of creative careers in the state. Student apprenticeships with arts organizations, creating workforce readiness and knowledge about the field of nonprofits and the role they play in American society.	Consider more distinct alignment to 21st century team for full spectrum support for full academic range.

<p>Title VIII-Section 8002-Definitions “(52) WELL-ROUNDED EDUCATION. (B) in paragraph (7)(A)(i)</p>	<p>The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”</p>	<p>State must define and determine “well-rounded education.”</p>	<p>Make it known that the arts are included and essential to a “well-rounded” education.</p>	<p>Colorado’s reference to “rich-and balanced” is complementary to “well-rounded” intent.</p> <p>Replacing core academic subjects with “well-rounded education” throughout the ESSA language- might need some discussion on our differences in statute- CAP4K lists the 10 subjects- Accreditation statute defines CORE as the 4 assessed subjects only-this creates confusion of what really is Core- possible think about adjustment to general term like well-rounded in order to avoid narrowing of curriculum through accountability procedures</p>
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