



**National Association
for Music Education**

Every Student Succeeds Act: Possible State-Level Requests

➤ Title I

- STATE ACCOUNTABILITY FORMULAS: Request your state to include access to and participation rates in music education as an “other indicator determined by the State.” States are beginning to include access and participation in the arts, including music, as part of their accountability systems, examples including: (Section 1005)
 - **New Jersey example:** In New Jersey, beginning with the 2014/2015 school year, includes access to and participation rates in the arts as part of its state school report system. <http://artsednj.org/wp-content/uploads/2014/09/First-in-the-Nation-Arts-Education-Included-in-the-Just-Released-New-Jersey-School-Performance-Reports-.pdf> <http://www.state.nj.us/education/pr/1314/35/355550050.pdf> Example report card for Watchung Hills High School, Somerset County, New Jersey, showing both access to music education in this New Jersey school, as well as student participation rates.
 - **Connecticut example:** The Connecticut Next Generation Accountability System includes access to arts participation, including music, as part of its new reporting system. Access to arts participation is measured for secondary schools in this model. This model was approved by the U.S. Department of Education for Connecticut’s ESEA Waiver on August 15, 2015. <http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/nextgenfaq.pdf>
- SCHOOLWIDE PROGRAMS: Request your state to include music as part of the well-rounded education section of schoolwide plans under ESSA (Section 1008).
- TARGETED ASSISTANCE PROGRAMS: Request your state allow and provide examples of how music programs can be utilized to help children receiving support in targeted assistance programs in any state issued guidance around targeted assistance programs. Targeted assistance programs can now support well-rounded education activities as described in the law (Section 1009).
- PARENT AND FAMILY ENGAGEMENT: Request your state provide guidance on Parent and Family Engagement including examples of how music supports and contributes to parental and family engagement. (Section 1010)
 - **Language from Dr. Joyce Epstein:** Parent and family (audience) participation at student music concerts is one of the ways in which parents successfully connect and volunteer with their schools¹.
- EARLY CHILDHOOD PROGRAMS (SECTION): Request your state provide guidance that early childhood programs include all aspects of a well-rounded education, including music. (Section 1112)

➤ Title II

- EDUCATOR EVALUATION SYSTEMS: ESSA specifies that if Title II funds are used to create or improve educator evaluation systems, those systems must be based “in part” on student achievement. Recommend that your state’s educator evaluation systems incorporate multiple measures—such as survey responses, peer reviews, and observations—in addition to student achievement. Additionally, ask your state to recognize that student achievement isn’t measured solely by scores in the traditionally tested subject areas, but can be measured utilizing state and local assessment measures based on the Well-Rounded Education content taught by the teacher. (Section 2002)
 - **Example of standards-based assessments in music** – Model Cornerstone Assessments. The National Association for Music Education has been working with music educators and researchers across the nation to develop instructionally embedded assessments called Model Cornerstone Assessments. While not created to support teacher evaluation systems, such assessments can serve as models for what content-based, instructionally appropriate assessments can look like in music and the arts. Music assessment examples can be found here: <http://www.nafme.org/my-classroom/standards/mcas-information-on-taking-part-in-the-field-testing/>
- PROFESSIONAL DEVELOPMENT: Request that your state recognize that professional development funds under Title II-A can fund professional development for all teachers, including teachers of the Well-Rounded Subjects such as music. In addition, further request that your state recommend that early childhood educators receive professional development in all aspects of a Well-Rounded education, including music. (Section 2002)

➤ Title IV

- STATE NEEDS ASSESSMENT: Request that your state include content area specialists for all areas of a well-rounded education, including music education, in your state’s needs assessment for well-rounded education. (Sections 4104)
- NEEDS ASSESSMENT TOOLS – LOCAL ACTIVITIES (Section 4107): Request that your state provide example tools for districts as the districts undertake a needs assessment for the Student Support and Academic Enrichment Grants. Such tools should include all aspects of a well-rounded education, including music, and include that content specialists in the well-rounded education subjects be included in the needs assessment process
 - **Example tool that could be used for music: Opportunity-to-Learn standards.** Developed by the Council of Music Program Leaders for NAFME in 2015, the Opportunity-to-Learn standards identify the resources that need to be in place so that teachers, schools, and school districts can give students a meaningful chance to achieve at the levels spelled out in the 2014 Core Music Standards. The OTL Standards therefore serve as a “needs assessment” check list for music education programs in our nation’s schools. http://www.nafme.org/wp-content/files/2014/11/Opportunity-to-Learn-Standards_May2015.pdf

ⁱ <http://www.nj.gov/education/title1/tech/module4/epstein.pdf>