ESSA and the Arts:

Measuring the Immeasurable

Session on Arts, Data, & Accountability Systems

Arts Education Partnership
State Policy Symposium
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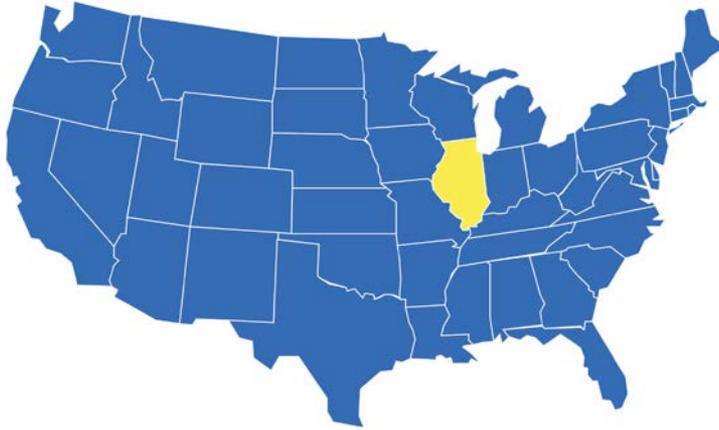Karla Rivera, Ingenuity

Goals for Today's Session

1. Learn what's happening in other states

2. Share how to measure the arts within accountability

3. Explore dynamics of data in ESSA implementation

4. Share insights on navigating ESSA politics / process

5. Make contacts in other states

How can we continue
to inform and learn
from each other?

Illinois – ESSA Case Study

Being at key tables

"Call on the carpet" conversations

Campaign mode

A distinct indicator of school quality

Elementary & High School

A case study still in progress…

Illinois School Accountability System

Category	Elementary	High School
Core Academic Indicators (Total = 75%)	ELA Proficiency – 10% (7.5% starts '19/20)	ELA Proficiency – 10% (7.5% starts '19/20)
	Math Proficiency – 10% (7.5% start '19/20)	Math Proficiency – 10% (7.5% start '19/20)
	Science Proficiency – 0% (5% starts '19/20)	Science Proficiency – 0% (5% starts '19/20)
	ELA & Math Growth – 50%	Graduation/ELA & Math Growth – 50%
	English Learner Proficiency – 5%	English Learner Proficiency – 5%
School Quality Indicators (Total = 25%)	Chronic Absenteeism – 10%	Chronic Absenteeism – 7.5%
	Climate Surveys – 5%	Climate Surveys – 5%
	P-2 Indicator – 5%	9th Grade On-Track – 6.25%
	Elementary/Middle Grade Indicator – 5%	College & Career Readiness – 6.25%
	Fine Arts Indicator – 0% (weight when measure) & data collection	Fine Arts Indicator – 0% (weight when measure) & data collection

Illinois ESSA Arts Indicator – We're in!

ISBE: Four-year timeline for crafting the specific measure and giving it weight, but …..

…. We don't have to wait for weight!

"We are going to speed up that process."
— ISBE Chairman James Meeks

"I've been here a long time, and I don't ever remember the arts being anything but 'we're just not going to deal with the arts.' So, to have it as an official member of the criteria we're looking at is an important thing, and I also like very much that we're required to now weight that."

— Craig Lindvahl, ISBE Board Member

The arts are now officially in the game for the first time in an Illinois statewide school accountability system.

Data collection-analysis starts now.
(% student participation)

Illinois Process, Policy, & Politics

Illinois ESSA Arts Indicator Work Group

Data & Research Team

Key data considerations

The politics at play

Community outreach & engagement

ESSA in Other States

Connecticut

Minnesota

Michigan

Guiding Questions – Your State

- What next steps, challenges, & opportunities are ahead for *your* state re ESSA and the arts?

- What principles are guiding your state in its next steps?

- What politics are at play in your ESSA work, and how are you responding?

Guiding Questions – Messaging & Outreach

- Have issues of equity factored into your accountability system? How?

- How is your ESSA work engaging the community and including full representation?

- Have you run into lack of school resources being cited as an argument against measuring the arts as part of accountability? How have you responded?

Guiding Questions – Data & Measurement

- In what ways can the arts be measured? Access and/or participation? Other ways?

- How have you worked within your state's SLDS? With whom have you worked (e.g., SEA)?

- What administrative data fields has your state used? What new fields created?

- Has additional data been collected? If so, what?

Next Steps

Let's keep the conversation and support going!

How can we continue to communicate and share info with each other (e.g., share ideas & updates via a network)?

Thank you!

Feel free to contact us:

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