**Navigating the 2017 Education Landscape:**

**How MAEIA Resources Support Michigan’s Top 10 in 10 and ESSA Plans**

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| WHY do these initiatives exist? The [Michigan Arts Education Instruction and Assessment (MAEIA) Project](https://maeia-artsednetwork.org) has been developed since 2012 by the Michigan Assessment Consortium (MAC) in partnership with Michigan educators for the Michigan Department of Education (MDE) to support school districts, educators, and the public in implementing a high- quality arts education program for all K-12 students.[Michigan’s Top 10 in 10](http://www.michigan.gov/mde/0%2C4615%2C7-140-80635---%2C00.html), adopted in 2016, is the Michigan Department of Education’s strategic plan to become a Top 10 educational state in 10 years. [Michigan’s Every Student Succeeds Act (ESSA) Plan](http://www.michigan.gov/mde/0%2C4615%2C7-140-37818_76731---%2C00.html) was submitted to the U.S. Department of Education (USDOE)in April 2017 by the Michigan Department of Education. The Every Student Succeeds Act was signed into federal law on December 10, 2015, replacing the No Child Left Behind Act. ESSA requires states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. Michigan’s ESSA plan has a “whole child” focus; will have less student testing; focuses on student academic growth; institutes a Partnership Model for improving low-performing schools; has a school accountability system tied to the Top 10 in 10 strategies; gives schools more flexibility on how they choose to improve; and, gives schools greater ownership in how they follow their own plans. Michigan is addressing technical issues and clarifying parts of the plan for USDOEE and is expected to begin implementation this year.  |
| [**MAEIA Resources**](http://www.maeia-artsednetwork.org)  **advance creativity in education.** [Michigan Blueprint for a Quality Arts Education](https://maeia-artsednetwork.org/wp-content/uploads/2016/05/MAC-Blueprint-Document-2016-May112016.pdf)[Michigan Blueprint for a Quality Arts Education Program Research and Recommendations](https://maeia-artsednetwork.org/wp-content/uploads/2016/05/R-and-R-Final-Jan-2-2014.pdf)[MAEIA Model Performance Assessments](https://maeia-artsednetwork.org/model-assessments/)[Michigan Arts Education Program Review Tool (PRT)](https://maeia-artsednetwork.org/wp-content/uploads/2016/07/MI-Arts-Education-Program-Review-Tool_Field-Test-Version-3-0_March-4_2014.pdf)**MAEIA Partners and Friends:** [- State Policy Pilot Program (SP3)](http://www.creativemany.org/about/news/artserve-michigan-selected-for-national-arts-education-initiative/) - [Creative Many Michigan](http://www.creativemany.org/) - [Michigan Council for the Arts and Cultural Affairs](http://www.michiganbusiness.org/community/council-arts-cultural-affairs/)- [Michigan Department of Education](http://www.michigan.gov/mde/) | [**Michigan’s Top 10 in 10**](http://www.michigan.gov/mde/0%2C4615%2C7-140-80635---%2C00.html) **and** [**ESSA Plan**](http://www.michigan.gov/mde/0%2C4615%2C7-140-37818_76731---%2C00.html) **both focus on:**1. STUDENTS and their opportunities to receive a WELL-ROUNDED EDUCATION that prepares them for CAREERS and POSTSECONDARY EDUCATION. WHAT SUPPORTS DO THEY NEED?
2. Do all students have access to EXCELLENT EDUCATORS with MEANINGFUL SUPPORTS for curriculum, instruction, and assessment?
3. How do PARENTS and the COMMUNITY know WHAT is being provided and HOW WELL students are learning (also known as accountability)?
4. How well do the SYSTEM, POLICIES, and INFRASTRUCTURE support students learning and teachers teaching?

 1. What STRATEGIC PARTNERSHIPS can be developed across the system to support students learning and teachers teaching?
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| **MAEIA activities in 2017-18**[MAEIA Collaborative Scoring System Pilot for 2017-18 (CSS)](http://maeia-artsednetwork.org/wp-content/uploads/2017/06/MAEIA-NL-3-feature-article-2.pdf) [Demonstrating Educator Effectiveness (DEE)](http://maeia-artsednetwork.org/wp-content/uploads/2017/04/MAEIA-NL-1-feature-article-FINAL.pdf) [MAEIA Fellows and Associates Leadership Program](https://maeia-artsednetwork.org/maeia-leadership-fellows/)Arts Education Program Review Tool Pilot: November 6th Introductory Webinar[MAEIA Professional Learning Communities](https://maeia-artsednetwork.org/professional-learning/) | [Accountability in Michigan’s ESSA Plan](http://www.michigan.gov/documents/mde/Michigan-ESSA-Consolidated-Plan-Overview_558371_7.pdf) is based on the transparency dashboard. A method for identifying the lowest achieving five percent of schools statewide, as required by state law, is in development. [**Michigan’s Transparency Dashboard**](http://www.michigan.gov/documents/mde/SBE_Policy_Statement_on_Transparency_Dashboard_-_FINAL_TT_575834_7.pdf) is a school-level dashboard with parents as the primary and most important audience. The two key sections of the dashboard are the primary metrics and the additional metrics. Accompanying each metric will be the state average and the average for a set of peer comparison schools.*Primary Metrics (data points)* describe school performance areas that are most critical for parents to understand. They also meet the needs of the federally required reporting system, allowing Michigan to have one accountability system. These are:1. Student Proficiency; Student Growth
2. Graduation Rate
3. English Learner Progress
4. Assessment Participation
5. School Quality/Student Success (the additional indicator):
* Chronic Absenteeism
* Advanced Coursework: AP Course completion; AP Test Taking/Passing; Dual Enrollment course completion; IB completion
* Postsecondary Enrollment
* Time spent in fine arts, music, physical education and access to library media specialists. This metric is scheduled for Phase 2 of implementation, i.e. Fall 2018 (based on data from the 2017-2018 school year). Any new data that can be identified in time for the 2017-2018 collections will be included. “Points of Pride” will also be included this year. This metric uses a 100- point index and is a measure of 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 and is key to Michigan’s strategic 10 in 10 initiatives.

*Additional Metrics* help inform parents and other stakeholders on a school’s progress on a wider range of areas, facilitating statewide discussions about the overall quality of the educational experience for students, as well as shared understanding about where we need to make additional investments of support. These metrics are broadly divided into six categories (although this may shift through development):* Postsecondary readiness: Remedial enrollment; Postsecondary entrance rate
* Student access/equity: Access to technology; art access, early learning access in public school system; achievement gap indicators within assessment system
* School climate/culture
* Student factors
* Educator engagement: Professional Development Opportunities; Appropriate Placement of Educators; Principal Effectiveness; Teacher Effectiveness
* Understanding achievement gaps

Assessments are designed to measure within-year student growth in addition to proficiency on rigorous content standards.  [Comprehensive Needs Assessment (CNA)](http://www.michigan.gov/documents/mde/Michigan-ESSA-Consolidated-Plan-Overview_558371_7.pdf) is the tool by which LEAs and schools will understand their strengths and areas of need, be able to appropriately target funds from various funding streams, and work to integrate their programming toward a well-rounded, whole child education. LEAs will complete only one comprehensive CNA, and do it on a 3- or 5-year cycle. The CNA informs district and school improvement plans and the evidence-based strategies that are to be implemented with fidelity.**Evidence Based Practices**: MDE has launched the [MiEducatorShowcase](https://mdoe.state.mi.us/gems/public/MiEducatorShowcaseHome.aspx) to build an inventory of practices that Michigan educators recommend as working with their students. The intent is to offer flexibility to LEAs in interventions and actions across the whole child spectrum as they implement a plan that is tailored to their needs. MDE has invited Michigan’s education providers to submit a practice you would like to showcase at: <https://mdoe.state.mi.us/gems/public/MiEducatorShowcaseHome.aspx> |

For a digital copy of this document, please visit <https://maeia-artsednetwork.org/about-maeia/>. MAEIA Project

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