

Part I A:

**Overall Comments:** When I have served as a grant reader for the U.S. Department of Education, I always “red flagged” such vague statements as: MSIP will “...meet **certain minimum standards,**” goal is to “...ensure an **excellent** educational system is accessible to all Missouri students,” etc. I recommend that DESE involve its curriculum directors in the revision of this draft. At your disposal you have a wealth of expertise, as well as knowledge about what is actually going on “out in the trenches.”

p. 6 - Although the report cites the three goals that have guided DESE for several years, well-rounded should be emphasized as an additional goal. This should be especially spelled out in the paragraphs following the description of the three goals. College and career-readiness is overly narrow. This is well documented by the data from the stakeholder meetings.

p. 7 – In reference to the second bulleted item, "High expectations (and access to a well-rounded education) for every child..." In fact, well-rounded can be inserted in a variety of spots on this page, not to mention references to education of the whole child. This page also introduces Hattie’s research. See comment under p. 44.

p. 9 – Add words in parentheses to “Core content academic standards (for some but not all subjects) underwent revision from 2014 to 2015.” A mention of the ongoing review and revision for the Arts Standards would be a good addition here.

p. 14 - The next to the last paragraph mentions “MO-DESE’s work is guided by a strategic plan that includes targets for academic achievement and graduation rates, as well as other metrics.” It would be good if those other metrics were spelled out and for them to include measurements that are supported by arts education—school climate, student engagement, etc. This would make MO-DESE’s plan more up-to-date with current research. Throughout this section there could be mentions of other areas of rigorous study including the arts, science, social studies, etc. Under English Learners, very little in terms of innovative approaches is discussed. Utilization of Arts Integration into these programs has the potential to raise scores significantly.

pp. 21-23 - The percentage of students participating in music and art should be added to the school quality or student success indicator. Reward innovation instead of ignoring any attempts to utilize alternative methods through a continuing reliance on testing. The heavy weighting of academic achievement detracts from well-roundedness. This is not what other states are doing and certainly not a way for MO to move out of the middle.

pp. 28-29 - The review should ensure well-roundedness and whole-child education for every student. Resource allocation should definitely include all aspects of the school and not just ELA and Math.

pp. 30-31 - Climate/Culture/Collaboration. This should include specific reference to music and each art form and potential contributions they make. Other subjects could just as easily be included. No reference to innovation and improvement is made here. It should be clearly spelled out to encourage schools to break out of modes of failure.

State professional development opportunities should incorporate well-roundedness opportunities and arts integration opportunities that reference the Missouri Alliance for Arts Education statewide definition of arts integration: *Arts integration is an approach to teaching in which students construct and demonstrate understanding through one or more art forms. Students engage in a creative process which connects art forms and other subject areas and meets evolving objectives in both. Key partners in the delivery system for arts integration include the coordinated involvement of certified arts educators, certified non-arts educators, and professional and/or teaching artists, supported by school administrators.*

pp. 32-33. Access to well-roundedness should be part of the review process.

p. 33 - Under School Conditions, arts programs can effectively address these conditions. Provision should be made for active hands-on performance or active learning projects for students. Evaluate the schools on their use of such methods.

Part I C:

p. 35-36 – Well-rounded, whole-child education and innovative programs should be added to supporting the needs of migratory children. Title IV can also be connected to this.

Part I D:

p. 39 - Each LEA must ensure that neglected and delinquent youth are ensured a well-rounded education program.

Part II A:

p. 43 #4 - It might be nice to include the phrase “gifted and talented in both an academic and creative skills sense.”

p. 44 - The exclusive focus on Hattie's effect size is narrow. (Hattie's research has limitations and does not for example support smaller class size because of the evidence that he draws upon.) Emotional learning, 21st century skills and other aspects which relate to broader outcomes should be included here.

Student growth scores will be problems for non-tested subjects. Also, value added growth measures such as those referenced throughout have been found to lack validity according to the American Statistical Association, the American Educational Research Association and others.

p. 46 - The inclusion of Title II funding to address content focused PD needs across districts would be a helpful use of funds, especially for disciplines with a small number of teachers in a district.

Part IV A:

p. 50 - The approach to Title IV enrichment grants is extremely narrow. This would be a way to propose possibilities to the challenges posed by small districts unable to attract arts teachers. Access to those programs is just as crucial as access to high level math instruction. In any case, it appears that the use of data is quite limited--certainly not fully well-rounded.

Part IV B:

p. 51 - The approach to 21st Century Community Learning Centers is very narrow. The plan does not even match the introduction. Extended opportunities for learning and meaningful engagement should be more broadly construed. There is a long list of goals without much direction. This provision in ESSA was specifically designed to address well-roundedness in the original legislation and DESE's plan does not address that aspect of the law.