**STATE SUPERINTENDENT’S**

**Equity in the Every Student Succeeds Act (ESSA)**

**Stakeholder Council**

**Draft Notes**

Wednesday, August 31, 2016

Optional Light Refreshments: 9:00 a.m.

Meeting time: 9:30 – 11:30 a.m.

Department of Public Instruction (DPI)

GEF III Building – Conference Room P41

125 South Webster Street

Madison, WI 53707

**Council Purpose:** To elicit input on the state’s implementation of Every Student Succeeds Act (ESSA) with an eye toward equity

**Council Assurance:** To allow every member of the council to enter the conversation confidently and speak from a place of personal and professional expertise

**Attendees:** Ashley, Bales, Bender, Bradtke, Carranza, Cullen, Driver, DuBois Bourenane, Evers, Finco, Harness, Haynes, Her-Xiong, Hollmon, Hurlburt, Humphrey, Jackson, Juchems, Kohlhaas, Kolison, Lynch, Martin, Myrah, Nelson, Olsen, Pope, Pugh, Roberts, Taylor, Wegenke, Wiedenhoeft

**Review of Norms**

Working Norms

Provide agenda ahead of time.

Start and end on time.

Conduct personal business outside of meetings.

Group Norms

Actively and respectfully listen and speak.

Suspend judgment and assume good will.

Express disagreement with ideas, not individuals.

Share the airtime.

Tell your own story.

**Build a collective understanding of ESSA and Wisconsin Demographics**

[Click here for the PowerPoint presentation from the August 31, 2016 meeting](http://dpi.wi.gov/sites/default/files/imce/statesupt/ppt/Council%20Meet%201%20PPT.pptx).

**Develop a working definition of equity**

In small groups, participants shared words and phrases that represented the word “equity” to them. After a brief discussion, the words and phrases were collected to create this Wordle that we will use as our grounding definitional frame. [Click here for the equity Wordle that was created at the August 31, 2016 meeting](http://dpi.wi.gov/sites/default/files/imce/statesupt/images/08%2031%2016equitywordle.png).

**Meeting priorities for accountability and school improvement**

The participants worked in small groups and were asked to focus on the following questions as they generated priorities. They then voted on the questions to indicate their top choices. The dots determined the questions to be addressed by the group over the next two meetings.

Questions generated from listening sessions and stakeholder feedback: School Improvement

1. You’ve seen the general categories of School Improvement strategies. How should the comprehensive system of school improvement be designed to ensure equitable outcomes for all students? **10 dots**
2. How are resources and support provided so that they are equitable, and schools/districts have access to the resources they need? **29 dots**
3. ESSA requires each state to develop a set of school improvement strategies. Should identified schools be required to implement these strategies? How much local control should there be over these decisions in order to ensure equity? **17 dots**
4. How do we ensure that the most effective teachers and leaders are in schools with the greatest needs? **O dots**
5. What additional actions should DPI take in regards to LEAs with a “significant number” of identified comprehensive and/or targeted support schools? **5 dots**
6. ESSA requires states to take “more rigorous” action in certain identified schools (comprehensive) that do not improve. What “more rigorous” action should be required in comprehensive schools that do not improve? **2 dots**

Accountability questions

1. What should be the primary purpose of accountability report cards? **3 dots**
2. Who should be the primary audience for accountability report cards? Should DPI focus report card calculations and/or visual design for a specific audience or audiences, or for the broad list of stakeholders identified in the listening sessions? **13 dots**
3. ESSA requires accountability systems to include a measure or measures of school quality and/or student success. This requirement raises some questions: **24 dots for the series of questions in this grouping**
4. What measures should DPI plan to include in the system in order to reflect key values of educational equity?
5. What considerations should DPI take into account in selecting measures in order to support efforts to address inequalities while still treating schools as equitably as possible in the accountability system?
6. Should the measures look different for different grade spans (e.g., K-5, 6-8, K-8, 9-12)?
7. Stakeholders have identified challenges with contradictory laws regarding test preparation. On one hand, test participation is seen as an equity issue in that all students should have access to statewide, standardized assessment results in order to understand their performance in a larger context; on the other hand, parental rights are valued. Additionally, assessment results are an integral part of report card calculations and are necessary to accurately report on school and district performance. How should report card calculations reflect these values? **0 dots**

**Next *Equity in the Every Student Succeeds Act Stakeholder Council* Meeting:** September 27, 2016