Elementary and Secondary Education Act (ESEA) Flexibility Request – Table Group Notes (1)

Table members:

Recorder:		
VALUES	S CHART QUESTIONS	
1.	Should there be a fifth value in the chart to reward a high number of students in the Exceeding Proficient category?	
2.	How should the values in the chart be weighted? Equally? Emphasis on one or two categories over others?	

ESEA Flexibility Request – Table Group Notes (2)

PROFICIENCY QUESTION

1.	How should we give points for proficiency? Should it be an all-or-nothing point system wherein
	schools get all the points for making AYP as a school or should they get a percentage of points
	based on the percentage of measured subgroups that made AYP? Should there be a bonus for
	making AYP in the All Students group or for making AYP as a school?

ESEA Flexibility Request – Table Group Notes (3)

HOW TO IDENTIFY SCHOOLS

1.	Should we use proportional representation so no one type of school (charter, elementary, alternative learning centers, high schools, etc.) is disproportionately represented in any of the three groups?
2.	What percentage of Title I schools should be identified as Reward Schools?

ESEA Flexibility Request – Table Group Notes (4)

FOCUS SCHOOL QUESTIONS

1. Which groups should be measured for the achievement gap measure? Should we measure al individual minority subgroups as one minority subgroup or measure each group? Should we measure Free and Reduced Price Lunch qualifiers against all other students? Should we meas a mobile students group?	
In identifying Focus Schools, should the emphasis be on the biggest achievement gaps within schools or the lowest-performing subgroups? Output Description:	

ESEA Flexibility Request – Table Group Notes (5)

EXIT CRITERIA

1.	What should be the exit criteria for Priority and Focus schools? Should they have to reach a certain percentage of possible points on the Values Chart (e.g. the statewide average) for a set number of years or should they just be evaluated at the end of the three-year waiver period?
	number of years of should they just be evaluated at the end of the three-year waiver period:

ESEA FLEXIBILITY STAKEHOLDER GROUP

October, 21, 20011

-REFLECTION/FEEDBACK FORM-

	Identify three (2) important items from today's work that peeds MADE's attacking
	Identify three (3) important items from today's work that needs MDE's attention.
	Library 19 Programme Incompany to the ECEA consequence
	Identify two (2) lingering questions you have regarding the ESEA components
	addressed today.
	Identify one (1) new insight you take away from today's work that you want to
	carry into the next meeting.
Name (ontional)	
יימוויפ (טאנוטוומו)	
Comments:	