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

Table members:

Recorder:

1. What should school report cards include? Should they use the chart of federal accountability metrics that we are using to identify Priority, Focus and Reward Schools? Given the federal flexibility around this system, how should non-assessment and graduation data be reported and used?

ESEA Flexibility Request – Table Group Notes (2)

1. What should be the criteria for being required to take actions? Should we use performance on the chart, AMOs, both or neither? What other factors should be considered? How many years' worth of data should be considered (e.g. under the current AYP system, schools not making AYP for two consecutive years are identified for improvement)?

ESEA Flexibility Request – Table Group Notes (3)

1. What should be required of schools that are failing to meet requirements but are not in Priority or Focus status? Should they have to go through a process of diagnosing their problems? Should they have to write improvement plans? Are there other steps they should be required to take?

ESEA Flexibility Request – Table Group Notes (4)

1. What role should MDE play in intervening within schools that are failing to meet requirements? Should MDE provide tools for diagnosing the problems at schools? Should MDE play the role of auditor to ensure compliance with district-based interventions?

ESEA FLEXIBILITY STAKEHOLDER GROUP

October, 21, 20011

-REFLECTION/FEEDBACK FORM-

	Identify **three (3) important items** from today's work that needs MDE's attention.
	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 (optional) _____

Comments: