

# Lunch

1. Place 1 dot on your preferred option for each question.
2. Take your lunch to the topical table of your choosing. You may write questions and comments on the chart paper if you wish.

# Small Group Discussion and Reporting Out

Note: **15 minutes** for small group discussion **per topic**.

Select a facilitator, recorder, and timekeeper.

- **Facilitator** makes sure everyone has a chance to speak.
- **Recorder** takes notes on chart paper.
- **Time keeper** reminds the groups of how much time is remaining.

Report out for 10 minutes per topic:

- 1-2 Takeaways
- 1 Key Question

# Small Groups: Performance Indicators 1:00 – 1:15 p.m.

	Gap Closing		Career & College Readiness		Improvement
<b>Question 1</b>	A. Growth Gaps	<b>Question 2</b>	A. High School Graduation Rates ONLY	<b>Question 3</b>	A. Improvement from prior year in % of students meeting standard
	B. Proficiency Gaps		B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness		B. Improvement from prior year in adequate growth
	C. BOTH Proficiency and Growth Gaps				C. Improvement from prior year in % of students meeting standard using Learning Index
	D. Other?		Other?		D. None of the above

## Guidance:

- What information do you still need?
- Share why you're leaning towards one of the options?
- Identify pros and cons of your preferred option.
- Talk through any questions your group members may have.

# Report out: Performance Indicators 1:15 – 1:25 p.m.

1-2 Takeaways & 1 Key Question on:

Gap Closing		Career & College Readiness		Improvement	
<b>Question 1</b>	A. Growth Gaps	<b>Question 2</b>	A. High School Graduation Rates ONLY	<b>Question 3</b>	A. Improvement from prior year in % of students meeting standard
	B. Proficiency Gaps		B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness		B. Improvement from prior year in adequate growth
	C. BOTH Proficiency and Growth Gaps				C. Improvement from prior year in % of students meeting standard using Learning Index
					D. None of the above

# Small Groups: Q4 – Weighting 1:25 – 1:40 p.m.

## Options:

- A. Equal weight for all tested subjects.
- B. Weight subjects based on testing frequency.
- C. Other?

## Guidance:

- What information do you still need?
- Share why you're leaning towards one of the options?
- Identify pros and cons of your preferred option.
- Talk through any questions your group members may have.

# Report out: Q4 – Weighting 1:40 – 1:50 p.m.

1-2 Takeaways & 1 Key Question on:

- A. Equal weight for all tested subjects.
- B. Weight subjects based on testing frequency.
- C. Other?

# Small Groups: Q5 – Subgroups 1:50 – 2:05 p.m.

## Options:

- A. Use current federal subgroups only.
- B. Use current subgroups PLUS add new subgroups: former ELL, “Catch-up Students,” or “lowest 25%.”
- C. Create super subgroups for schools with low N size.
- D. Other?

## Guidance:

- What information do you still need?
- Share why you’re leaning towards one of the options?
- Identify pros and cons of your preferred option.
- Talk through any questions your group members may have.

# Report out: Q5 – Subgroups 2:05 – 2:15 p.m.

## 1-2 Takeaways & 1 Key Question on:

- A. Use current federal subgroups only.
- B. Use current subgroups PLUS add new subgroups: former ELL, “Catch-up Students,” or “lowest 25%.”
- C. Create super subgroups for schools with low N size.
- D. Other?



# Whole Group: Parking Lot Q&A and Discussion

## **Performance Indicators:**

1. Gap closing options.
2. Career and college readiness options.
3. Improvement options.

## **Subjects and Weighting:**

4. Weighting options.

## **Disaggregation:**

5. Subgroup options.

## **Usability:**

6. What to keep or change from current Index.

# Closing

Thank you! We value your commitment and time.

Please leave your travel reimbursement in the folder at your table.

Please fill out the meeting assessment on line as soon as you can.

Look for the feedback report and meeting highlights within a few weeks.  
Provide input on the feedback report if you wish to.

See you December 12.