



Intensive State Support in terms of resources, personnel and funding. Focus is on improvement strategies and offering support for those districts who have the greatest challenges in terms of socio-economic and diversity characteristics.  
(This category of districts could replace the current Academic Distress Commission identification process. Title could be changed to Academic Priority Districts.)

The above approach could still provide a five-category system of differentiation and would meet the ESSA requirements for meaningful differentiation. Would allow for an intense focus on the Priority and Target districts in terms of ODE support and assistance without simply labeling these districts failures.

Tony shared that the consensus from both groups is that components should be divided up into at least 4 or 5 sections. Labeling, whichever design is eventually chosen, should make sense and the categories that it's describing must fit the component.

II. **K-3 Literacy – Proficient vs Proficiency**

III. **Gap Closing – Achievement/Progress as a 50/50 measure**

IV. **Next Meeting**

The next meeting will be **April 8, 2020 at 11:00 a.m. by phone conference.**

The meeting adjourned at 12:05 p.m.