**ECS Formula**

0 - 7 Intro - teams, recording notes Slide 1

7 - 17 (10 mins) Launch -

Slides 2 - 3 - where does funding come from? how much?

Slides, 4-5 - students/groups generate ideas around what factors might be accounted for when distributing funds from the state to schools

Students record factors on the board.

Analyze (notice/wonder)

* What are some common themes you see?
* What is a factor that you find intriguing?

Connect some of the factors they came up with to the actual ECS Formula

Follow up with brief commentary on factors

e.g., some relate to the students

students with particular educational needs

students with particular situations (e.g., low-income family)

e.g., some related to the community -- perhaps with implications for how many $ come to the schools from the community

Note that a large amount of money is for special education, state-funded schools like tech schools. (Not part of ECS.) Our focus – the other large amount is distributed to schools to try to “even out” the funding.

17-25 (8 mins) Slide 6 - 10 Introduce Activity - Factors on Cards

25 - 50 (25 mins) Work Time/Share Proposals

With Table Teams -- Slide 11 up

Each team shares\* out the factors they focused on most, and what their argument was for how much of the 82 mil to take.

**\* To share out**

1. Each group goes to front - has their cards on the slide visible for the class.
2. Presents “case” -- which cards were most meaningful to you in determining how much of the funding you should get. How did you reason from the averages to what you think would be approximate values?
3. Given 82 million total --What to your district? and/or how would you distribute

At end, see if there’s consensus around which districts should get how much of the 82 million.

50 - 60 (10 mins): Slides 13 - 19

Explaining key components of ECS formula - how it works

Slide 20 - Reflect on their district -- What did this formula take account of that they didn’t? What did they take account of that the formula didn’t? (Pose questions here, but can hold off on in-depth discussion till slide 23.)

*We’ll “reveal” and then can talk more about formula and whether it seems reasonable, fair…*

Slides 21 - 22 Reveal Funding and Districts

looking at examples (slides 24 - 27 have worked out for each of District’s A - D, as needed.)

60 -83 - (23 mins) Discussion - Slide 23

*bulk of discussion on Fairness issue; brief on Reflection Questions*

*For 2nd group, they generate a Table question to pose to the representative.*

 What do you think about each component? Are they “fair”? What is “fair”?

possible follow up:  Is the ECS Formula Fair?

 Reflection Questions - Slide 28

How did you use math in this lesson?

What are the consequences of this formula for you? For others in CT?

83-88 (5 mins) - Feedback slip/survey