

Update: Effective Programs & Quality Outcomes Committee

<p>Identify states that would be willing to seek out high poverty/high performing Title I schools, in order to assess why the schools are successful. Looking beyond just achievement to leadership, culture, etc. Root causes of success. This would then lead to an exploration of how to highlight these schools and assist other struggling schools in closing achievement gaps.</p> <p>For each state with a flexibility waiver, downloaded and reviewed the criteria set for reward schools. Looking for more specific criteria that cross states. So far, it appears that the clearest difference among states is the identification of reward schools based on all schools versus just Title I schools. The next is where states have set baseline poverty criteria for both the high performing as well as the high progress schools. Most states differentiate between k-5/6-8 and high school.</p> <p>Have developed a draft survey to send to state directors about the degree to which the state can verify why these schools are successful. In other words, are states identifying the variables that are creating the conditions for improved outcomes/acceleration among students most at risk.</p> <p>Example: Do you have any evidence of why your high progress or high achievement schools are as successful as they are?</p> <p>NASTID will send this out to state directors for input. Suggestions needed for how to best get a good response to this survey.</p>	<p>To advance educational practice in the service of disadvantaged children and youth - Build the capacity of SEA directors, LEA directors, other Title I stakeholders (e.g., other SEA staff, LEA staff, parents, education groups, etc.)</p>
<p>Develop a generic process whereby states could incorporate program quality into their compliance monitoring system, whether the state uses Indistar or any other set of indicators of exemplary programs.</p> <p>Have developed a draft of this for Colorado. Can share, if others are seeing where we're going with this.</p>	<p>To advance educational practice in the service of disadvantaged children and youth - Build the capacity of SEA directors, LEA directors, other Title I stakeholders (e.g., other SEA staff, LEA staff, parents, education groups, etc.)</p>