



Quarterly State Update

October 1–December 31, 2006

The Northwest Regional Comprehensive Center (NWRCC) provides a wide variety of assistive services to state education agencies in Idaho, Montana, Oregon, Washington, and Wyoming to build the states' capacity to implement the provisions of No Child Left Behind (NCLB). This quarterly update is one in a series designed to keep the states in the Northwest region informed of the activities of NWRCC.



Washington

NWRCC initiated discussion in Washington about increasing parents' awareness of Supplemental Education Services (SES). Following the September 2006 Institute for School Improvement and Education Options sponsored by the Center on Innovation and Improvement, NWRCC staff informed Washington stakeholders about the opportunity to participate in the SES Outreach Project, which seeks to:

- Increase the level of participation in Supplemental Education Services through direct and personal outreach to parents whose children are eligible to receive free tutoring under No Child Left Behind.
- Increase the knowledge of Supplemental Education Services among community members in high-poverty communities and embed within these communities the capacity to inform parents about free tutoring and provide decision-making assistance.

As a result of this effort, NWRCC is working with Washington's newly formed Parent Information Resource Center at Columbia Basin College Foundation, Title I staff from the Office of Superintendent of Public Instruction, and the Center on Innovation and Improvement to form a collaborative partnership to participate in the SES Outreach Project. Further discussion about this collaborative opportunity will take place in January 2007.

NWRCC also carried out the following tasks in response to requests from the Office of Superintendent of Public Instruction:

- The information specialist at NWRCC compiled an extensive collection of resources addressing the implementation of regional service delivery in other states.
- NWRCC staff researched information on common high school course descriptions and states with common end-of-course exams. This information request was also forwarded to the National High School Center for references to additional resources.
- NWRCC used web-based resources and telephone follow-up calls to research how other states handle the submission of school improvement plans, how states review and give feedback on school

improvement plans, and what legislative language is in place to support the process.



Wyoming

NWRCC renegotiated Wyoming's Memorandum of Understanding with Joe Simpson, the newly appointed Deputy State Superintendent who requested that NWRCC discontinue existing work plans and address instead the state's Even Start program and development of a more comprehensive and responsive Statewide System of Support.

NWRCC will work with the Wyoming Department of Education (WDE) and the Wyoming Community College Commission on the Even Start program. During a two-day meeting in Cheyenne NWRCC and WDE prioritized the needs and issues relevant to the program. In the next few months NWRCC and WDE will review the program performance indicators and examine how data are being collected for performance and Government Performance and Results Act reporting. The role and responsibilities of the local evaluators will also be examined. NWRCC has contributed resources and materials on evidence-based reading research, evidence-based early childhood curricula, and on-site monitoring.

NWRCC will also assist WDE leadership with the development of a systematic approach for building WDE's capacity to provide technical assistance support to local education agencies and schools. NWRCC is currently identifying regional and national partners to participate in this effort. In the next few months NWRCC will work with WDE to develop the criteria for a three-tiered approach to determining the local education agencies' and schools' level of need for training, technical assistance, and program support. NWRCC will also contribute to the planning and facilitation of a Technical Assistance Summit that will inform WDE staff about the new system. In January 2007 NWRCC will participate in a two-day Action Plan Training with the WDE leadership.



Idaho

NWRCC collaborated with the Idaho State Department of Education (Idaho SDE) to analyze pilot data from the revised Kindergarten–Second Grade Mathematics Indicator (K2MI). Revisions were made and planning began for a pilot training of teachers and teacher leaders in spring 2007.



NWRCC, in collaboration with Idaho SDE Title I staff, planned and delivered the first of five trainer-of-trainers workshops for teams of mathematics and language arts teachers. These workshops focus on implementing standards-based mathematics and language arts lessons in 24 Idaho middle schools participating in a two-year Principal Academy of Leadership program. In addition to 2005–2006 student assessment data from this cadre of schools in need of improvement, data from their Surveys of Enacted Curriculum and Instruction Review data from 498 classrooms informed the planning of the workshops.

NWRCC staff, at the invitation of Idaho SDE, participated in a two-day workshop on Surveys of Enacted Curriculum led by staff from the Council of Chief State School Officers. Surveys of Enacted Curriculum data analysis and reporting tools assist teachers, administrators, and policymakers with planning for instructional improvement. Also participating in the workshop were representatives from the northwestern states of Montana, Oregon, and Washington.

NWRCC staff also attended the Governor's Summit on Science, Mathematics, and Technology Education. This meeting brought business and education leaders together to exchange ideas, identify challenges, and chart a course toward more effective collaboration between business and K–12 education.



Montana

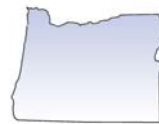
NWRCC continues to work with Montana's emerging school support system. As of this report Montana has completed its first round of site visits to 42 Montana schools designated as being in need of improvement for the 2006–2007 school year. One of the nine school support teams (each composed of five or six members) visited each school. Each team has a designated leader who is responsible for following up with the team's assigned schools.

Planning discussions between NWRCC and the Montana Office of Public Instruction (MOPI) suggested the strong likelihood that this first round of visits by the entire school support team corps could give rise to unanticipated problems and needs. Thus NWRCC has initiated a series of postvisitation interviews with the nine school support team leaders to identify topics for a supplemental training planned for mid-February 2007.

NWRCC also provided technical assistance on the review of potential test items for Montana's mathematics assessments at Grades 3 through 8 and 10. Two mathematics content experts from NWRCC reviewed each item on each assessment for cognitive level and alignment with the Montana Mathematics Standards.

Another area of work stems from MOPI's Title I, Part C Migrant Education Program which, along with programs in seven other states, successfully obtained approval from the U.S. Department of Education's Office of Migrant

Education to engage in a consortium arrangement to improve the mathematics achievement of migrant students. The needs-based program, Math Plus, provides the most highly mobile K–12 students with research- and evidence-based curriculum, instruction, and support services. Math Plus's goals include the development of curricular materials, professional development, parental engagement activities, and the integration of technology into the classroom. In collaboration with Arkansas, Illinois, New Hampshire, New York, Texas, and Wisconsin, representatives from Montana's Migrant Education Program participate in the Math Plus Steering Team and Content Advisory Team. NWRCC is providing a mathematics content expert to serve as a representative for Montana on both teams. In November 2006 NWRCC staff made a presentation to the Math Plus Steering Team describing the newly released Curriculum Focal Points from the National Council of Teachers of Mathematics. This presentation summarized the document and described the potential use of the Focal Points in the Math Plus curriculum development activities. The presentation was repeated via videoconference for the Content Advisory Team.



Oregon

NWRCC and the Oregon Department of Education (ODE) are enhancing Oregon's statewide service delivery system by collaborating with personnel from Oregon's educational service districts and school districts to improve the data literacy of school staff. NWRCC and ODE identified the resource *Using Data*, a research-based professional development program based on Nancy Love's widely disseminated book *Using Data/Getting Results: A Practical Guide for School Improvement in Mathematics and Science* (Christopher-Gordon Publishers, 2002). NWRCC is working with the *Using Data* facilitators to conduct a series of four seminars to help ODE build the capacity of staff to implement the program in schools in need of improvement.

The second seminar occurred in Salem, Oregon, on November 2–3, 2006, and was attended by 35 participants from across the state. Participants engaged in activities to develop strategies for working with school-based data teams. The next session will take place in Portland, Oregon, on February 1–2, 2007. NWRCC is currently exploring the possibility of training another cadre of facilitators through a cycle beginning in spring 2007.

NWRCC is assisting ODE with the development of a plan to provide training and technical assistance for ODE, educational service district, and local education agency personnel in a process for evaluating continuous improvement efforts taking place at the school and district levels.