



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 report is the first in a series that will keep the states in the Northwest region apprised of the activities of NWRCC.



Idaho

In February 2006 Idaho adopted new content area achievement standards. NWRCC mathematics content experts collaborated with Idaho State Department of Education (Idaho SDE) staff to develop content limits for these new standards. For this effort NWRCC researched the achievement standards and content limits of other states. Clearly stating content limits inform teachers and administrators of the learning objectives at each grade level.

Idaho received a grant from the National Governors Association's Center for Best Practices to develop a literacy plan and policies to improve adolescent literacy achievement. Idaho SDE appointed an advisory committee to guide the development and implementation of the Idaho Adolescent Literacy Plan. In preparation for the initial planning meeting with selected committee members, NWRCC collaborated with Idaho SDE reading and language arts content specialists to draft a literacy report card for Idaho. To inform this work, NWRCC researched similar documents from other organizations. Idaho SDE and NWRCC determined which data are most applicable to Idaho and devised a data presentation approach that will best inform the committee in developing the literacy plan.

NWRCC and Idaho SDE are currently collaborating to design a systematic training model that will inform all Idaho K–2 teachers on the use of the Idaho K2 Mathematics Inventory (K2MI). The initial planning meeting occurred in July 2006 and included Idaho educators who originally collaborated on the K2MI in 2004. Participants explored the training options and established a timeline for delivering the training.



Montana

NWRCC staff assisted the Montana Office of Public Instruction (MOPI) with the refinement of the instrumentation and protocols to be used by MOPI School Support Teams assigned to the 33 schools designated as in need of improvement for the 2006–2007 school year. The School Support Teams will comprise experienced teachers, school administrators, school board trustees, and parents. Approximately 50 team members

and 9 team leaders were recruited for the 2006–2007 school year. Each leader will be responsible for a 3- or 4-person team that will be assigned to one or more schools in need of improvement. Each team will conduct a 4-day site visit to gather data on the schools' operation. Each site visit will involve comprehensive data analysis, formal classroom observations, and staff and community interviews. NWRCC provided assistance on the development of the observation and interview protocols.

NWRCC staff also accompanied the team leaders on practice site visits conducted in April, May, and June 2006 in three schools in need of improvement. NWRCC staff helped the team leaders learn to use the observation and interview protocols and overcome a variety of challenges.

The field testing of the protocols revealed that they included far more indicators than the observers could score in the time allotted. As a result, MOPI revised the protocols and extended the length of the site visits by one day. NWRCC will assist the School Support Teams during three training sessions scheduled for July and August 2006.



Oregon

NWRCC and the Oregon Department of Education (ODE) are enhancing Oregon's statewide service delivery system by collaborating with Oregon's 20 education service districts (ESDs) to improve the data literacy of school staff.

NWRCC and ODE began by identifying 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 design a yearlong seminar to help ODE build the capacity of ESD staff to implement the program in schools in need of improvement.

NWRCC also helped develop the project goals and objectives, identify measurable indicators of success, create a timeline of activities, and allocate responsibilities and resources for the project. ODE sent informational flyers and online registration information to all ESDs,

districts, and schools in Oregon. After the first cadre of facilitators has been trained, NWRCC and ODE will develop a plan to train additional facilitators in other ESDs and local education agencies.

NWRCC also assisted ODE with the development of a plan to evaluate the effects of the ODE-supported 2005-2006 trainings on systematic English language development (ELD) instruction. The evaluation was to focus on changes in classroom practice and on student achievement. NWRCC discussed strategies for training ESDs on the implementation of the evaluation and prepared a presentation for a May 2006 meeting of potential training participants. The training was, however, postponed due to illness and will be rescheduled for late summer or fall 2006.



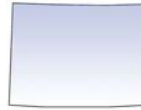
Washington

NWRCC staff collaborated with the Washington State Office of Superintendent of Public Instruction (OSPI) and two educational service districts (ESDs) to establish a support system for leaders of schools in improvement Step 4 (restructuring). This support system was launched with a meeting attended by representatives from seven of the nine Step 4 schools in Washington and representatives from OSPI, the two ESDs, and NWRCC. Participants described the vision of ongoing support for schools in Steps 4 and 5; disseminated information regarding the creation, documentation, and review of restructuring plans; and provided opportunities for leaders to share successes and challenges. The meeting served to informally assess the needs of Step 4 and 5 schools.

One of the resources shared at the meeting was a tool adapted for Washington by NWRCC staff from *Look Before You Leap: Responding Effectively to PI Year 4 Requirements. A Guide for Selecting Alternative Forms of Governance and Restructuring for PI Year 4 Schools* and several similar documents used in other states. The tool was designed to be used to conduct a school review prior to developing restructuring plans. The tool reflects both the requirements for restructuring as defined in the document *Designing Schoolwide Programs Non-regulatory Guidance* provided by the U.S. Department of Education and the seven key elements of restructuring as described in the document *Washington State School Accountability Status and Required Actions*. Use of the tool promotes discussion among school and district leaders about the many facets of school governance and illuminates elements of school governance that have the potential to strengthen school improvement efforts.

The process for OSPI's review of schools' restructuring plans is under development. NWRCC has compiled and disseminated resources that will inform this process. Quarterly meetings are scheduled for Step 4 and 5 schools during the 2006–2007 school year. Two ESDs are

collaborating on a proposal to OSPI describing the professional development the ESDs will provide to Step 5 schools in 2006–2007, and this professional development program will be disseminated to other ESDs in future years.



Wyoming

NWRCC staff participated on the Wyoming Department of Education (WDE) Special Education Unit's team to develop a proposal to the Office of Special Education Programs (OSEP) for a grant to provide professional development. The development team identified the vision, guiding principles, goals, and objectives for the grant. The team was also mindful of how the grant would mesh with Wyoming's exiting strategic plan. If awarded, this grant will improve Wyoming teacher preparation systems and provide in-service professional development to improve the reading and mathematics achievement of children with disabilities.

NWRCC updated the schoolwide program documents for the Federal Programs Unit to reflect the most current legislation. The document included a side-by-side comparison of targeted assistance programs and schoolwide programs and a matrix showing the requirements for schoolwide plans and the requirements for Wyoming national accreditation through the North Central Association. NWRCC staff presented the new *Designing Schoolwide Programs Non-regulatory Guidance* and described the changes at the statewide Title I directors meeting in April 2006.

NWRCC assisted the WDE School Improvement Unit staff with the identification of additional research-based classroom programs, instructional strategies, and resources for both reading and mathematics for the Wyoming Research Information Notebook. NWRCC staff reviewed the notebook and made recommendations.