



Great Lakes East Comprehensive Assistance Center

News for the Region

A quarterly e-newsletter for educators in Indiana, Michigan, and Ohio

October 2006

It's All About Relationships

Few could argue with the statement that success of any endeavor is “all about relationships.” The more relationships, the more resources, and the stronger network we can pull together, the greater our chance will be to succeed and reach our goals. The importance of relationships cannot be overstated in the Great Lakes East Comprehensive Assistance Center’s work. Since its inception in October 2005, Great Lakes East, along with the other 15 regional comprehensive assistance centers, has been responsible for developing strong relationships and partnerships within its regional community and with the U.S. Department of Education (ED).

Our charge is to provide technical assistance to the state education agencies (SEAs) in Indiana, Michigan, and Ohio. Our task is to build their capacity to implement the No Child Left Behind (NCLB) Act provisions and programs in their districts and schools and add value to their initiatives. Our work to foster preexisting and establish new relationships with the SEAs and ED has been one of the critical conditions that has allowed for a successful first year of Great Lakes East work. In the last 12 months, we have worked closely with our SEA liaisons and their staff at the SEAs (see p. 2). Our focus to establish a strong relationship between the SEA liaisons and the Great Lakes East state managers has proven key for working well together and building the states’ capacity.

Strong relationships also are proving to be critical in building Great Lakes East’s own capacity. A recent regional comprehensive assistance centers directors’ meeting and an inaugural institute held by the Center on Innovation and Improvement have given us knowledge and access to expertise and strategies from other centers for assisting states in their work with districts and schools. We look forward to continuing to build strong relationships.

Barbara Youngren, Director
*Great Lakes East Comprehensive Assistance Center
and Great Lakes East staff members*

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This quarterly e-newsletter delivers useful, relevant, and timely information related to the NCLB Act to educators in the three states of the Great Lakes East region— Indiana, Michigan, and Ohio.

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Highlights of the Quarter

Appointed Great Lakes East State Education Agency Liaisons and Their Teams Who Work in Collaboration With the Great Lakes East State Managers

INDIANA



As an assistant superintendent, **Linda Miller** supports and promotes the mission, aims, and goals of the state superintendent, the state board of education, and the Indiana Department of Education (IDOE). She oversees, advises, problem-solves, and supports the work within the following divisions: Compensatory Education (Title I); Adult Education; Language Minority and Migrant Programs; Educational Options: Charter Schools, Alternative Education, McKinney-Vento Homeless, and Supplemental Educational Services; and School and Community Nutrition Programs. With nearly 30 years of professional experience in federally funded educational programs, Miller serves on various boards and advisory groups and is a frequent speaker at local, state, regional, and national meetings. Along with Miller, other IDOE staff members currently involved in the Great Lakes East working teams are as follows:

- **Lauren Harvey**, assistant director of the Division of Language Minority and Migrant Programs
- **Dwayne James**, policy analyst, Office of the Superintendent
- **Lee Ann Kwiatkowski**, director of the Division of Compensatory Education (Title I)
- **Jamie Miller**, associate director of the Division of Compensatory Education (Title I)
- **Darlene Slaby**, director of the Division of Language Minority and Migrant Programs
- **Gary Wallyn**, director of the Division of Accreditation, Assistance, and Awards

MICHIGAN



Jeremy M. Hughes, Ph.D., joined the Michigan Department of Education (MDE) in 2002 after more than 30 years of service in local public school districts in Michigan, Minnesota, and Ohio. As deputy superintendent and chief academic officer, Dr. Hughes is responsible to the state superintendent for the department functions dealing with teaching and learning, including curriculum standards; the Michigan Educational Assessment System; NCLB implementation; special education; early childhood education; charter schools; and teacher certification and professional development. Prior to joining MDE in 2002, Dr. Hughes was superintendent of Dearborn Public Schools for 13 years, superintendent of Haslett Public Schools for 10 years, assistant superintendent for curriculum and instruction for Saginaw Township Community Schools for five years, a high school principal in Minneapolis, and a teacher of Latin and English in Minnesota and Ohio high schools. Dr. Hughes has a doctorate and master's degree in school administration from the University of Minnesota, and a bachelor's degree in philosophy and Latin from the University of Dayton. Along with Dr. Hughes, other MDE staff members currently involved in the Great Lakes East working teams are as follows:



- **MaryAlice Galloway**, a senior advisor to the chief academic officer
- **Flora Jenkins**, director of Professional Preparation Services, Office of Professional Preparation Services: Teacher/Administrator Certification
- **Fran Loose**, special education consultant, Office of Special Education and Early Intervention Services: Quality Assurance
- **Catherine Smith**, supervisor of Program Preparation, Office of Professional Preparation Services: Teacher/Administrator Certification

OHIO



Stephen Barr, Ph.D., is the associate superintendent for the Center for School Improvement at the Ohio Department of Education (ODE). He provides leadership for the offices of Educational Reform, Federal Programs, Field Relations, and Quality Assurance. He joined ODE in 2001 as the executive director of Federal Programs. Prior to joining ODE, he served as a coordinator of state and federal programs and as an assistant commissioner of special education at the Missouri Department of Elementary and Secondary Education for 17 years. He also served a school district for 12 years as a director of elementary education, director of special services, principal, and teacher. Dr. Barr earned his bachelor's degree in music from Findlay University, his master's degree in music and specialist degree in school administration from Southeast Missouri State University, and his doctorate in school administration from the University of Missouri. Along with Dr. Barr, other ODE staff members currently involved in the Great Lakes East working teams are as follows:

- **Marilyn Troyer**, senior associate superintendent
- **Amy Andres**, chief information officer
- **Patricia Grey**, Ombudsperson, Center for School Improvement
- **Stan Heffner**, associate superintendent, Center for Curriculum and Instruction
- **Eric James**, project manager, Data Driven Decisions for Academic Achievement (D3A2; Statewide Data System)
- **Beth Juillerat**, director of the Office of Information Technology, Data Services
- **Jennifer Kangas**, associate director, Office of Educator Licensure
- **Michele Lehman**, assistant director, Office of Educator Preparation
- **William Nelson**, consultant, Community Schools Office
- **Linda Nusbaum**, associate director, Center for School Improvement
- **Lou Staffilino**, associate superintendent, Center for the Teaching Profession
- **Deborah Telfer**, administrator of Leadership Development Initiatives
- **Sandy Vasu-Sarver**, executive director, Center for Students, Families, and Communities
- **Chris Woolard**, management analyst supervisor, Policy and Accountability
- **Rhonda Zatezalo**, educational consultant, Office of Educator Preparation



Collaboration and Relationship Building With Content Centers

Five National Content Centers Serve as Support Structure for the Regional Comprehensive Assistance Centers

In 2005, the U.S. Department of Education (ED) created five national comprehensive centers as part of a federal technical assistance system that includes 16 regional comprehensive centers (such as Great Lakes East), 10 regional educational laboratories, and a number of research and technical assistance centers. The national comprehensive centers provide assistance related to specific content areas by analyzing the research and developing useful products and tools for regional comprehensive assistance centers and other clients that assist states and their districts as related to No Child Left Behind (NCLB). In his [testimony before the U.S. House Subcommittee on Education Reform](#), Paul Kimmelman, Ed.D., Learning Point Associates senior advisor, recently noted ED's plan for research and technical assistance is fundamentally sound, even though the structure for implementation may take some time.

[Assessment and Accountability Comprehensive Center](#) (AACC) was established by ED to implement, evaluate, and improve assessment and accountability systems to assist states and districts in reaching the NCLB goal of academic proficiency for all students. AACC offers research-based resources and tools that address the specific assessment and accountability needs of states. The major focus areas are special populations, English language learners (ELL), data systems, accountability models, and high school assessment. The new Spotlight feature on the AACC homepage has been launched as a link to the latest educational assessment and accountability news and resources. AACC is operated by WestEd, in partnership with the National Center for Research on Evaluation, Standards, and Student Testing.



The [National High School Center](#) helps regional comprehensive assistance centers address high school improvement issues. Assistance includes helping the regional comprehensive assistance centers identify effective programs and tools, offering user-friendly products, and providing high-quality technical assistance. Regional comprehensive assistance centers and states find the National High School Center assisting them in many areas related to secondary education, such as high school curriculum and instruction; teacher quality and professional development; dropout prevention; assessment, accountability, and data systems; community engagement; innovation and improvement; use of technology; prevention of delinquent and disorderly behavior; transition; equity in high school learning; and access for high school students with disabilities. The 2006–07 priorities of the National High School Center are adolescent literacy, dropout prevention, and successful transitions into and out of high school. The National High School Center is housed at the American Institutes for Research and subcontracts with Learning Point Associates, MDRC, the National Center for Educational Accountability, the National Dropout Prevention Center/Network, the National Dropout Prevention Center for Students with Disabilities, and WestEd.



The [Center on Innovation and Improvement](#) (CII) provides assistance to regional comprehensive assistance centers in their work with states regarding school improvement efforts and expansion of education options. CII identifies and provides information about successful innovations, such as charter schools, public school choice, private schools, and supplemental educational services. It also examines the process of school improvement and translates the findings into practical recommendations for schools. Currently, CII's priority areas are school and district improvement, restructuring, and supplemental educational services. Each of the three areas has its individual website, which spotlights tools and resources of particular states engaged in these efforts. The websites also provide links to current research and reports, state contacts and links, and downloadable guidebooks, documents, and other materials clients can use. Recently, a [comprehensive searchable database](#) of state policies, programs, and progress regarding school and district improvement, restructuring, and supplemental educational services has been created to allow users to search information and generate custom reports. The user name and password can be obtained for free by sending an e-mail to Robin LaSota at rlasota@centerii.org. CII is administered by the Academic Development Institute in collaboration with its partners, Temple University Center for Research in Human Development and Education and Little Planet Learning.



CENTER ON INSTRUCTION

The [Center on Instruction](#) serves as a gateway to information on NCLB and best practices in reading, mathematics, science, special education, and ELL instruction. It offers syntheses of recent scientific research on instruction as well as opportunities for professional development. Currently, the Center on Instruction is addressing the topic of reading and fluency interventions for struggling and at-risk readers in Grades 6–12 through research summaries and reviews of implications on policy development, professional development, and improvement of literacy outcomes at school and district levels. With the focus on Response to Intervention (RTI), the Center on Instruction is identifying several sites that effectively implement various RTI practices. The Center on Instruction is led by the RMC Research Corporation in partnership with the Florida Center for Reading Research; the RG Research Group; the Texas Institute for Measurement, Evaluation, and Statistics; and the Vaughn Gross Center for Reading and Language Arts.



Driven by the mission to ensure a highly qualified teacher in every classroom, the [National Comprehensive Center for Teacher Quality](#) (NCCTQ) serves as national resource for regional comprehensive assistance centers, state education agencies, and other educational stakeholders. It provides guidance for strengthening the quality of teaching and teachers—especially in high-poverty, low-performing, and hard-to-staff schools—as well as schools that serve students with unique needs. Its current initiatives include intensive technical assistance and a review of each state's revised highly qualified teacher plans—only nine states' plans met the six requirements outlined by ED in March 2006. NCCTQ developed a [Tool to Help States Revise Plans to Have Highly Qualified Teachers in Every Classroom](#) (*HQT Tool*), which streamlines access to the nine accepted state plans (by state or by requirement) and includes reviewers' comments. Along with the *HQT Tool*, NCCTQ also provides the [NCLB Highly Qualified Teacher and Paraprofessional Database](#). The database allows users, such as states, to compare their definitions of a highly qualified teacher with other states' definitions. NCCTQ is housed at Learning Point Associates, which has a partnership with the Education Commission of the States, ETS, and Vanderbilt University.



Special Report

The Center on Innovation and Improvement Hosts Inaugural Institute

One of the main tasks for the five national content centers described previously is to build regional comprehensive assistance centers' ability to build state education agency capacity through technical assistance and research and best practices tools and resources. An example of increasing regional comprehensive assistance centers' knowledge and skill base occurred at the Center on Innovation and Improvement Institute on September 25–26, 2006, in Des Plaines, Illinois. Great Lakes East and the Great Lakes West Comprehensive Assistance Center collaborated with the Center of Innovation and Improvement (CII) to convene the meeting.

The institute focused on two of the outcomes for schools in need of improvement: the provisions of supplemental educational services (SES) and the provisions of restructuring schools. The event was attended by close to 100 invited participants. The two-day agenda provided the participants with ample opportunities to learn from one another, the panelists, and the keynote speaker. The keynote speaker, William L. Librera, executive director of the Rutgers Institute for Improving Student Achievement and former New Jersey commissioner of education, shared his own experience of dealing with school restructuring first-hand as a state commissioner in New Jersey. He discussed the disadvantages of implementing a takeover and compared it to an intervention, which is a less punitive option. Following the keynote speech, panel sessions provided focused discussions about state evaluation of SES, outreach to parents to increase enrollment in SES, current research on restructuring schools, and district support for “urgent and substantial” school improvement.



William L. Librera gives a keynote speech to the participants of the Center on Innovation and Improvement Institute. Photo courtesy of the Center on Innovation and Improvement

The regional comprehensive assistance centers that joined the efforts to collaborate with the Center on Innovation and Improvement, Great Lakes East, and Great Lakes West at this inaugural institute included the California Comprehensive Center, the Mid-Continent Comprehensive Center, the New England Comprehensive Center, and the New York Comprehensive Center. The session materials and PowerPoint presentations may be downloaded from the [Center on Innovation and Improvement](http://www.centeroninnovationandimprovement.org) website.



Focus on States

In this section, our state managers provide updates on current state plans regarding No Child Left Behind (NCLB) implementation efforts. The e-mail addresses of the state managers are included for further inquiries.



INDIANA

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State-Provided Professional Development and Technical Assistance. One of the most important roles of state departments of education is to provide training and development for teachers, administrators, and other school personnel. Great Lake East is working with a team in Indiana to develop evaluation forms to be used departmentwide in measuring the effectiveness of state-provided professional development and technical assistance. The team—consisting of Linda Miller, Indiana assistant superintendent; Dwayne James, policy analyst; and Gary Wallyn, director of the Division of Accreditation, Assistance, and Awards; as well as Jayne Sowers, Great Lakes East state manager—has reviewed and discussed numerous forms and formats as they near creating a final draft to be field-tested by selected department divisions. The evaluation will correspond to the federal description of high-quality professional development. Suellen K. Reed, Ed.D., Indiana superintendent of public instruction, anticipates that the final version of the evaluation will provide her with overall and disaggregated data to present to the legislature as well as descriptive information regarding the state’s provision of high-quality professional development and technical assistance.

Best Practices and Research. The Indiana Department of Education (IDOE) views one of its roles as providing schools and school corporations (or districts) with cutting-edge educational research and best practices. IDOE’s [Best Practice](#) website includes information and Web links for a number of topics to assist teachers and administrators. The current task of the team working on dissemination of best practices and research is adding data to this website for educators seeking information regarding English language learners (ELL). Members of the team include Darlene Slaby, director, and Lauren Harvey, assistant director, of the Indiana Division of Language Minority and Migrant Programs; Gary Wallyn, director of the Division of Accreditation, Assistance, and Awards; Linda Miller, Indiana assistant superintendent; and Jayne Sowers, Great Lakes East state manager. The team is working on formatting the current information available on the [Language Minority and Migrant Programs](#) website into a question-and-answer format to be placed on IDOE’s [Best Practice](#) website. This approach will allow educators new to the ELL field to efficiently retrieve information in order to better serve their ELL students. The question-and-answer format regarding other student subgroups will be added in the future to the website as well as disseminated to educators throughout the state.

Corporations in Corrective Action. Similar to all states, in adhering to the NCLB requirements, IDOE is assisting schools that are in need of improvement and, most recently, corporations (or school districts) that are in corrective action. Of the 294 corporations in Indiana, nine currently are identified as being “in need of improvement” for the fourth year, which translates as the first year of corrective action. Following a working meeting with the state in June (see [July 2006 News for the Region](#), p. 6, Special Report), each of the nine corporations in corrective action submitted plans for improvement. The plans followed a state-provided template and included corporations’ responses to topics related to Title I, including the specific subgroups of students for which the corporation did not make adequate yearly progress (AYP). Some corporations primarily



focused their plans on examining instructional practices to increase the achievement of a single subgroup of students consistently not demonstrating AYP. The larger, more urban corporations needed to include research-based strategies to improve the achievement of students from numerous racial, linguistic, and economic groups, as well as students with disabilities, in their plans.

A team from IDOE and Great Lakes East recently has reviewed each of the nine plans. The team consisted of Lee Ann Kwiatkowski, director, and Jamie Miller, associate director, of the Division of Compensatory Education (Title I); several state consultants for the corporations from the Division of Compensatory Education (Title I); Doug Walker and Chuenee Boston from RMC Research Corporation, a subcontractor for Great Lakes East; and Jayne Sowers, Great Lakes East state manager. Currently, the team is developing individualized programs of technical assistance for each corporation. With the wide range of expertise available through Great Lakes East and IDOE, the corporations will receive assistance regarding student data analysis, districtwide planning, research-based practices, professional development, curriculum and instruction, and other identified areas of need. Particular emphasis in all assistance efforts will focus on students with disabilities, students learning English, students from poverty, and students from minority groups. In addition, this team also is reviewing the 14 corporations that may move into corrective action next year. Attention to their needs and ways to assist them this year is a proactive response that IDOE is initiating. IDOE is making a strong commitment to corporations in corrective action as it works to develop its capacity and resources through the development of policies and processes with the assistance of Great Lakes East.



MICHIGAN

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High School Reform. The high school work team is collecting and analyzing the experiences of states that have moved from weak to strong graduation requirements. The team is looking closely at how state education agencies (SEAs) have supported intermediate school districts (ISDs) and local education agencies (LEAs) as they respond to new requirements. Knowing the changes made in policies, curriculum, instruction, assessment, and professional development at the LEA, intermediate, and SEA levels to help all students graduate will inform the next steps in Michigan.

Teacher Quality. The teacher quality work team is organizing a gathering of key professional development stakeholders from around the state to solicit their ideas on the most effective strategies for designing individual professional development plans. The experiences of other states in designing and implementing such plans will be shared and discussed. Representatives from higher education, LEAs, ISDs, teachers' unions, and professional organizations will participate. The same stakeholder group contributed to the design of the Michigan Professional Learning Strategic Plan 2006–2010 passed by the state board of education in the spring. The purpose of the strategic plan is to support and sustain Michigan educators as they work to change the culture of teaching and learning in the classroom. The individual professional development plans are central to the strategic plan. After a process is drafted, the Great Lakes East working team will pilot it with teachers in at least two districts in partnership with the Michigan Education Association and the American Federation of Teachers–Michigan.



Special Education. According to researchers Donovan and Cross (as cited in García & Ortiz, 2004):

Disproportionate representation of students from diverse socio-cultural and linguistic backgrounds in special education has been a persistent concern in the field for more than 30 years. To date, in spite of continued efforts by educators and researchers to identify contributing factors and develop solutions, student enrollments in special education range from over-to under-representation, depending on the disability category and the specific racial/ethnic group, social class, culture, and language of the students. (p. 3)

At the beginning of the summer, the Michigan Department of Education (MDE) identified the issue of disproportionate representation of student subpopulation in special education as a priority area in need of improvement. Using quantitative indicators, MDE identified a problem of disproportionality in 30 school districts. MDE's strategy is to rectify the situation by responding to this issue at the root cause. The ultimate goal is to eliminate disproportionate representation of subpopulations in special education programs. Great Lakes East initiated needs-sensing conversations with MDE's leadership team, led by Fran Loose of the Office of Special Education, on disproportionality. Beginning conversations are taking place to provide technical assistance in the area of disproportionality and sustain the state's efforts to promote culturally responsive education. Initial technical assistance may focus on identifying programs, resources, and general approaches in Michigan and nationwide intended to address the problem of disproportionality (e.g., the causes of disproportionality, identification and referral processes, monitoring). As a result of the needs sensing, a new goal for Year 2 has emerged. The MDE team has expressed the need for technical assistance on the revision of existing culturally responsive self-assessment tools, specifically the National Center for Culturally Responsive Educational Systems self-assessment rubric and its implementation.

Reference

García, S. B., & Ortiz, A. A. (2004). *Preventing disproportionate representation: Culturally and linguistically responsive prereferral interventions* (Practitioner Brief Series). Denver, CO: National Center for Culturally Responsive Educational Systems.



OHIO

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Special Education Licensure and Preparation. The current Ohio special education licensure for K–12 intervention specialists is organized by mild or moderate and moderate or intensive. Early this summer, the Ohio Department of Education (ODE) organized a special education task force with representatives from licensure, teacher preparation, special education, higher education, special education resource centers, and Great Lakes East. Ohio is the only state that uses the term *intervention specialist* to include special education as well as gifted, visually impaired, and hearing impaired. The goals guiding the work of this group are to ensure that new graduates of intervention specialist licensure programs meet the highly qualified teacher provisions of NCLB; to increase the pool of highly qualified intervention specialists for Ohio; and to promote multiple pathways to meeting the requirements for intervention specialist licensures. The task force group met on July 25 and August 23, 2006, to continue the work. Lou Staffilino, associate superintendent of the Center for the Teaching Profession from ODE now heads the work of this group. Great Lakes East subcontractors Beverly Mattson and Chuenee Boston (RMC Research Corporation) have taken an active role and received research



support from the National Comprehensive Center for Teacher Quality in identifying how other states are approaching the redesign of special education licensure, providing information on dual preparation and alternative certification programs in other states and contacts for special education licensure and preparation models. On November 1, 2006, representatives from this task force will be taking a draft of their current thinking to the Center for Improving Teaching Quality National Forum to invite feedback from other states and to learn how other states are tackling special education licensure and preparation.

Statewide Data System. The professional development working group for Data Driven Decisions for Academic Achievement (D3A2) met on July 20, August 17, and September 14 and 21, 2006, to further develop systems of support and a plan for professional development for both teachers and central office staff. Under NCLB, emphasis is placed on using data at all levels of the educational system to make decisions about instructional choices, effectiveness of curricula and programs, school and district improvement, and state support of districts. Most importantly, under NCLB, data-driven decision making helps schools and districts respond in effective ways to subgroups that may not be achieving. The teacher subgroup has articulated standards for teachers using D3A2 to improve instruction and student achievement. These standards include both knowledge and skills to use the system effectively and are aligned with existing professional development standards and Ohio teaching standards. At the August and September meetings, significant headway was made in designing professional development modules for teachers. Recommendations for completing the modules by December 2006 were proposed at the end of the September 14 meeting. Further progress has been made to define the kinds of activities that central office staff will undertake to promote a culture of inquiry using D3A2 and to offer the necessary opportunities for development of skills among staff. Linda McDonald of RMC Research Corporation is researching leadership training models that Ohio might incorporate regarding D3A2. She is working closely with Deborah Telfer, administrator of Leadership Development Initiatives for ODE. A series of fall regional workshops has been set across Ohio in which D3A2 will be introduced to local districts and regional entities. Great Lakes East staff and subcontractors who have been a part of the ongoing work will participate in these regional workshops.

Great Lakes East hosted a Web conference on September 20, 2006, led by Mark Mitchell and Arie van der Ploeg of Learning Point Associates, to introduce the Learning Point Associates [Data Primer](#) to a key group of Ohio statewide data system leaders. The Web conference highlighted the Data Primer's capabilities to meet the professional development needs of Ohio's superintendents, principals, and teachers in effectively using the state's new data system. The next steps for this group are to examine existing Ohio data—such as achievement data, value-added data, and Surveys of Enacted Curriculum (SEC) data—and then determine how the Data Primer modular design might be adapted to meet specific data-user needs.

Professional Development Credentialing. Under NCLB, the focus is on helping all students achieve. As a part of this effort, professional development credentialing will help build capacity within regional service providers to deliver professional development to local schools and districts that is grounded in research-based practice in mathematics, language arts, and school improvement. This fall, ODE and Great Lakes East will cooperate to work with a statewide group to develop a process for credentialing regional professional development providers to local schools and districts.



In the News

The following articles were selected to provide you with easy access to news and resources addressing the key No Child Left Behind (NCLB)–related topics within each Great Lakes East state and across the nation in the last quarter.

INDIANA

Grants to Fund New Pre-Engineering Programs for Middle Schools—*IDOE News Release*, August 31, 2006

<http://ideanet.doe.state.in.us/reed/newsr/2006/08-August/grants083106.html>

“Five Indiana school districts will implement new pre-engineering programs for middle school students this year thanks to the support of a \$50,000 grant from Alcoa Foundation. Project Lead The Way is a national program focusing on partnerships between public schools, institutions of higher education, and businesses to increase the quantity and quality of engineers and engineering technologists graduating from U.S. schools.”

Indiana Standards Receive Perfect Score—*IDOE News Release*, August 29, 2006

<http://www.doe.state.in.us/reed/newsr/2006/08-August/standards.html>

“Indiana’s academic standards rank at the top in the nation along with California and Massachusetts, according to the latest ‘State of State Standards 2006’ report released by the Thomas B. Fordham Foundation. The report is a compilation of five subject reviews released between 2003 and 2006 and the first full review of such standards since 2000.”

Department Welcomes Coordinator of International Education—*IDOE News Release*, August 14, 2006

<http://ideanet.doe.state.in.us/reed/newsr/2006/08-August/Blitzer081406.html>

“Superintendent of Public Instruction Suellen Reed today welcomed Caterina Cregor Blitzer as the Indiana Department of Education’s new Coordinator of International Education. [...] In her new position, Blitzer will serve as the Department’s point person for facilitating communication, state policy, and issue management related to international education in Indiana.”

State Accountability Law Rates School Progress for First Time—*IDOE News Release*, August 9, 2006

<http://www.doe.state.in.us/reed/newsr/2006/08-August/pl221pr080906.html>

“Nearly two-thirds of Indiana schools are making progress under the state’s accountability law, the State Board of Education affirmed today. [...] ‘Though Indiana’s accountability system presents a more favorable view of schools than the federal No Child Left Behind Act, the overall picture is generally the same,’ said Dr. Reed. ‘Many of our schools are making great strides in raising student achievement, but far too many others are struggling at the same time.’”

Melnyk Joins Department as Coordinator of World Languages—*IDOE News Release*, August 1, 2006

<http://ideanet.doe.state.in.us/reed/newsr/2006/08-August/melnyk080106.html>

“Superintendent of Public Instruction Suellen Reed today welcomed Adriana Melnyk as the Indiana Department of Education’s new Coordinator of World Languages. [...] In her new position, Melnyk will be responsible for recommending, administering, and interpreting both legislative and Indiana State Board of Education policy related to K–12 world languages standards, instruction, and curricula.”

Indiana Joins USDOE in Limited English Proficient Partnership—*IDOE News Release*, July 31, 2006

<http://www.doe.state.in.us/reed/newsr/2006/07-July/LEP073106.html>

“Indiana joins 25 states in a partnership with the United States Department of Education in an initiative that will allow states to more accurately measure the progress of Limited English Proficient students.”



MICHIGAN

Detroit Students Back in School After Teacher Strike—*CNN.com*, September 14, 2006

http://www.cnn.com/2006/EDUCATION/09/14/detroit.teachers.ap/index.html?section=cnn_education

“Classroom doors finally opened Thursday for Detroit’s 130,000 public school students after their teachers voted to end a 16-day strike and consider a new contract offer.”

Department of Education Announces 163 Schools Off NCLB Sanctions List—*Michigan Department of Education*, August 24, 2006

<http://www.michigan.gov/mde/0,1607,7-140-34790-149862--RSS,00.html>

“The Michigan Department of Education today issued its EducationYES! Report Cards to Michigan elementary, middle, and high schools along with the annual report on each school’s Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind (NCLB) law. State Superintendent of Public Instruction Mike Flanagan said that he is very encouraged that 163 schools have come off the NCLB sanctions list. These schools have made AYP for two consecutive years, after several years of not making the grade.”

MDE to Begin Study to Re-Design Teacher Preparation Programs in Michigan—*Michigan Department of Education*, July 28, 2006

<http://michigan.gov/mde/0,1607,7-140-34790-148160--RSS,00.html>

“Having Michigan-produced teachers be the best prepared educators in the nation is the focus of a high priority study group at the Michigan Department of Education (MDE). State Superintendent Mike Flanagan has announced the creation of this policy study group that will make recommendations to him on revising the state’s periodic reviews of the teacher preparation programs at state colleges and universities.”

Flanagan Says HS MEAP Scores Shows Need for Tougher Requirements—*Michigan Department of Education*, July 14, 2006

<http://www.michigan.gov/mde/0,1607,7-140-34790-147256--RSS,00.html>

“State Superintendent of Public Instruction Mike Flanagan today called the latest round of MEAP scores for Michigan high school students fresh evidence that the recently-adopted core curriculum for Michigan high schools is critical to the state’s future. Results of the scores for the high school graduating Class of 2006 on the Michigan Educational Assessment Program (MEAP) tests showed decreases in all but one of the five assessments.”

OHIO

Student Numbers Soaring—*The Columbus Dispatch*, September 5, 2006

<http://www.dispatch.com/news-story.php?story=dispatch/2006/09/05/20060905-A1-01.html>

“All central Ohio districts have increased the proportion of students of color to whites in the past 10 years, enrolling greater numbers of black, Latino, multiracial and Asian children. [...] The influx of Latino students, as well as the steady increase in Somali students, has stretched Columbus’ resources, said Ken Woodard, director of the district’s English-as-a-second[-]language program.”

Some Schools Feel Left Behind—*The Columbus Dispatch*, August 15, 2006

<http://www.dispatch.com/news-story.php?story=dispatch/2006/08/15/20060815-A1-00.html>

“A third of Ohio school districts improved their grades last school year, but many districts struggled to ensure that their poor, disabled, minority and non-English-speaking students were keeping up.”



Ohio Students Improve on State Report Card—*Ohio Department of Education*, August 14, 2006

<http://webapp1.ode.state.oh.us/cncs/view.asp?id=513967444965871714>

“Student performance in Ohio has continued to improve, according to results released today by the Ohio Department of Education (ODE).”

Legislators Hold Debate on Charter-School Efficiency—*The Columbus Dispatch*, August 8, 2006

<http://www.dispatch.com/news-story.php?story=dispatch/2006/08/08/20060808-D5-05.html>

“Ohio House Speaker Jon A. Husted and Sen. Teresa Fedor squared off yesterday before the Columbus Rotary Club to debate whether charter schools have helped improve public education.”



ELSEWHERE IN THE NATION

Assessment and Accountability

Spellings Announces First List of 2006 No Child Left Behind–Blue Ribbon Schools—*U.S. Department of Education Press Release*, September 22, 2006

<http://www.ed.gov/news/pressreleases/2006/09/09222006.html>

“U.S. Secretary of Education Margaret Spellings today named 250 schools as the first ones to be selected in the 2006 *No Child Left Behind*–Blue Ribbon Schools Program. These public and private K–12 schools are being honored for helping close the achievement gap and for their students who achieve at very high levels.”

States Fall Short on Academic Standards—*Stateline*, August 31, 2006

<http://www.stateline.org/live/details/story?contentId=138260>

“More than half the states received ‘D’ or ‘F’ grades overall for their academic standards for teaching English, math, science, and U.S. and world history to elementary and high school students, according to a new [report](#) by the Thomas B. Fordham Foundation, a Washington, D.C., think tank that pushes for tougher educational standards.”

Innovation and Improvement

Do Charter Schools Make the Grade?—*NPR*, August 23, 2006

<http://www.npr.org/templates/story/story.php?storyId=5695371&ft=1&f=1013>

“For a decade charter schools have been touted as an alternative to under performing public schools. But a new government survey shows these schools lagging slightly behind public schools in student achievement.”

Statement by Secretary Margaret Spellings on Release of NCES Study on Charter Schools—*U.S. Department of Education Press Release*, August 22, 2006

<http://www.ed.gov/news/pressreleases/2006/08/08222006a.html>

“Secretary Spellings today made the following statement on the NCES report, [A Closer Look at Charter Schools Using Hierarchical Linear Modeling](#).”



Deputy Secretary Simon Announces Benefit to Students With Extension and Expansion of Pilot Programs—*U.S. Department of Education Press Release, July 26, 2006*

<http://www.ed.gov/news/pressreleases/2006/07/07262006a.html>

“U.S. Deputy Secretary of Education Ray Simon today announced the extension and expansion of two pilot programs designed to help struggling K–12 students. The two pilots, which were initiated by the Department of Education last year, are focused on increasing student participation in the tutoring or supplemental educational services (SES) provisions offered under the *No Child Left Behind Act*.”

Mathematics and Science

Major Changes Needed to Boost K–8 Science Achievement—*The National Academies, September 21, 2006*

<http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=11625>

“Improving science education in kindergarten through eighth grade will require major changes in how science is taught in America’s classrooms, as well as shifts in commonly held views of what young children know and how they learn, says a new [report from the National Research Council](#).”

NCTM Releases *Curriculum Focal Points* to Focus Math Curricula—*National Council of Teachers of Mathematics, September 12, 2006*

http://www.nctm.org/news/releases/2006_09cfp.htm

The *Curriculum Focal Points* released by the National Council of Teachers of Mathematics are the next step in implementing the group’s *Principles and Standards for School Mathematics*, published in 2000.

NCLB

NCLB Reauthorization Needs Evidence-Based Revisions—*Learning Point Associates, August 30, 2006*

<http://www.learningpt.org/page.php?pageID=252>

“In testimony before the U.S. House Subcommittee on Education Reform Monday, Learning Point Associates Senior Advisor and former Northbrook, Illinois, School Superintendent Paul Kimmelman, Ed.D., cautioned against making sweeping changes to the No Child Left Behind (NCLB) Act. ‘Rather than make major changes to the law, be patient and make small changes based on logical, evidence-based recommendations,’ Dr. Kimmelman told the panel led by U.S. Representative Judy Biggert (R-Illinois).”

Student Subgroups

Secretary Spellings Announces Final Limited English Proficiency Regulations—*U.S. Department of Education Press Release, September 13, 2006*

<http://www.ed.gov/news/pressreleases/2006/09/09132006a.html>

“Today, U.S. Education Secretary Margaret Spellings announced [final regulations](#) for Limited English Proficiency (LEP) students.”

Secretary Spellings Announces New Special Education Regulations—*U.S. Department of Education Press Release, August 3, 2006*

<http://www.ed.gov/news/pressreleases/2006/08/08032006b.html>

“U.S. Secretary of Education Margaret Spellings today announced the [new regulations for Part B of the *Individuals with Disabilities Education Act*](#). The final regulations further the president’s goal that no child—including each and every one of America’s many students with disabilities—is left behind.”



Secretary Spellings Announces Partnership With States to Improve Accountability for Limited English Proficient Students—*U.S. Department of Education Press Release, July 27, 2006*

<http://www.ed.gov/news/pressreleases/2006/07/07272006.html>

“This new initiative will increase the visibility of limited English proficient students and enable schools to more accurately measure their progress,” Spellings said.”

Teacher Quality

U.S. Department of Education Releases Results of State Plans for Highly Qualified Teachers in Every Classroom—*U.S. Department of Education Press Release, August 16, 2006*

<http://www.ed.gov/news/pressreleases/2006/08/08162006a.html>

“The U.S. Department of Education today released initial peer review feedback and related information on revised comprehensive state plans for ensuring that all public elementary and secondary school students are taught by highly qualified teachers.”

For Peer Review: <http://www.ed.gov/nclb/methods/teachers/stateplanfacts.pdf>

Revised State Plans: <http://www.ed.gov/programs/teacherqual/hqtplans/index.html>

Nearly \$8 Million for 20 Grants Awarded to Help Recruit, Train and Retain New Teachers—*U.S. Department of Education Press Release, July 13, 2006*

<http://www.ed.gov/news/pressreleases/2006/07/07132006a.html>

“The U.S. Department of Education today awarded 20 grants totaling \$7,865,995 million under the Transition to Teaching program to help high-need school districts recruit and retain highly qualified mid-career professionals, including qualified paraprofessionals, and recent college graduates who have not majored in education to teach in high-need schools, said U.S. Secretary of Education Margaret Spellings today.”

Recent Issues and Developments

This section highlights current topics at regional comprehensive assistance centers, national content centers, and other technical assistance providers.

New From the W-W-C—*Teach Effectively!*, October 4, 2006

<http://johnl.edschool.virginia.edu/blogs/TeachEffectively/2006/10/04/241/>

“The [What Works Clearinghouse](#) (WWC), an initiative of the U.S. Department of Education’s [Institute of Education Sciences](#), announces 10 new intervention reports highlighting available research on Beginning Reading, Early Childhood Education, Character Education, English Language Learning, and Elementary School Mathematics.”

Highlights of Local Initiatives Database—*ECS*, September 2006

<http://www.ecs.org/00CN3160>

“ECS’s High School Policy Center has just launched the Highlights of Local Initiatives database, featuring profiles of proven and innovative high school reform initiatives. Current initiatives include San Jose, California’s A-G Curriculum; Maine’s Early College for ME program; and Virginia’s Project Graduation and Senior Year Plus programs.”



Teacher Turnover in At-Risk Schools: Accurate Diagnosis, Promising Solutions—*National Comprehensive Center for Teacher Quality*, September 22, 2006

<http://www.ncctq.org/webcasts/turnover/>

“On September 22, 2005, Learning Point Associates, Education Commission of the States, ETS, and the National Commission on Teaching and America’s Future (NCTAF) cohosted *Teacher Turnover in At-Risk Schools*, a live webcast focused on promising solutions in teacher recruitment and retention efforts in our nation’s low-performing, high-poverty schools.”

Focusing Teacher Preparation for At-Risk and Hard-to-Staff Schools—*National Comprehensive Center on Teacher Quality*, September 21, 2006

<http://www.ncctq.org/webcasts/teacherPrep/>

“Many teachers begin their careers in at-risk or hard-to-staff schools because these schools have the most openings. For a variety of reasons, these teachers often leave their positions at these schools at the first available opportunity.”

Innovative Ideas and Practical Suggestions for Improving the State Highly Qualified Teacher Plans—*National Comprehensive Center for Teacher Quality*, September 7, 2006

<http://www.ncctq.org/webcasts/hqtPlans/>

“To help states improve their state plans for highly qualified teachers in every classroom, NCCTQ and the U.S. Department of Education are teaming up to offer a webcast specifically for regional comprehensive centers and state Title II—Part A and highly qualified teacher representatives.”

Quick Stats Fact Sheet: High Schools in the U.S.—*National High School Center*, August 2006

http://www.betterhighschools.org/pubs/documents/USFactSheetandReferences_FINAL_080406.pdf

This fact sheet provides information and references on U.S. high school students and high school requirements.

At a Glance: NCLB and High Schools—*National High School Center*, August 2006

http://www.betterhighschools.org/pubs/documents/NCLBandHighSchoolsFactSheet_081806.pdf

This Policy Brief outlines how the NCLB Act relates to high schools.

States Face Challenges Measuring Academic Growth—*U.S. Government Accountability Office*, July 27, 2006

<http://www.gao.gov/new.items/d06948t.pdf>

“Specifically, this testimony discusses (1) how many states are using growth models and for what purposes, (2) how growth models can measure progress toward achieving key NCLBA goals, and (3) what challenges states face in using growth models especially to meet the law’s key goals.”

U.S. Study: Learners of English Left Behind—*Arizona Daily Star*, July 27, 2006

“A new report says many of the 5 million English-language learners in the United States are not getting the kind of education they need to succeed on the assessment tests that make or break their schools.”

For Full Report: <http://www.gao.gov/new.items/d06815.pdf>

The Language of Learning—*The California Report*, May–June 2006

<http://www.californiareport.org/domains/californiareport/060522-bilingual.jsp>

“Five million children in the nation’s public schools are considered English learners. Nearly a third of them live in California.”



Upcoming Events

For additional listings, check the Great Lakes East website for the [Calendar of Events](#).

OCTOBER 2006

Dates: October 12
Location: Columbus, OH
Format: Conference

Topic: [Annual Partnering for Progress: Improving Results for ALL Children](#)
Audience: Educators and parents of children with disabilities in Ohio
Sponsors: Ohio Coalition for the Education of Children with Disabilities, Ohio Department of Education

Dates: October 19–20
Location: College Park, MD
Format: Conference

Topic: [Assessing and Modeling Cognitive Development in School: Intellectual Growth and Standard Setting](#)
Audience: Academics, testing companies and school system staff who manage large-scale testing enterprises
Sponsors: Maryland Assessment Research Center for Education Success, Maryland State Department of Education

Dates: October 20–21
Location: Mount Pleasant, MI
Format: Conference

Topic: [MITESOL 2006 Conference “All A’s in the Classroom: Preparing ESL Teachers and Learners”](#)
Audience: Professionals involved with English language learners
Sponsor: Michigan Teachers of English to Speakers of Other Languages; Central Michigan University

Dates: October 21–25
Location: San Antonio
Format: Conference

Topic: [18th Annual National Dropout Prevention Network Conference: “Celebrating Our Mission... One Miracle at a Time”](#)
Audience: Principals, teachers, outreach consultants, counselors, school board members, district administrators, school site council members, social agency representatives, classified staff, and parents
Sponsors: National Dropout Prevention Center/Network; Delaware Department of Education; National Dropout Prevention Center for Students with Disabilities; North East Independent School District; Education Service Center Region 20; Intercultural Development Research Association; Office of the District Attorney of Bexar County; Alamo Community College District; San Antonio Independent School District; American School Counselor Association; Texas Education Agency of San Antonio Trinity University; Communities in Schools of San Antonio University of Texas–San Antonio



Dates: October 24–25
Location: Alexandria, VA
Format: Seminar

Topic: [Seminar on Inclusive Assessment](#)
Audience: State teams, preferably consisting of members from the assessment, special education, and curriculum and instruction divisions
Sponsors: Assessment and Accountability Comprehensive Center and other organizational partners: National Center on Educational Outcomes (NCEO), National Alternate Assessment Center (NAAC), National Center for the Improvement of Educational Assessment Inc. (NCIEA), all regional resource and federal centers, K–8 Access Center, National Dropout Prevention Center for Students with Disabilities, Council of Chief State School Officers (CCSSO), National Association of State Directors of Special Education (NASDSE), National Association of State Title I Directors (NASTID)

Dates: October 28–29
Location: Washington, DC
Format: Meeting

Topic: [LEP Partnership Meeting](#)
Audience: Title III state directors, state assessment and accountability directors, state Title I directors
Sponsor: U.S. Department of Education

Dates: October 30—
November 1
Location: Washington, DC
Format: Summit

Topic: [Annual Celebrate Our Rising Stars Summit: Strategies to Close the Achievement Gap](#)
Audience: School and school district administrators; coordinators; consultants; education program specialists; former Title VII professional development grantees; Native American grant recipients; parents; policymakers at the national, state and local levels; principals; professional development NCLB grantees; researchers; superintendents; teachers and professors from all levels; Title III subgrantee administrators; educators who serve English language learners
Sponsor: The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) of the U.S. Department of Education



NOVEMBER 2006

Dates: November 1–4
Location: Santa Ana Pueblo, NM
Format: National Invitational Forum

Topic: [Building Partnerships: Collaborating Across General and Special Education](#)
Audience: 42 existing state teams working on improving the teaching of students with disabilities
Sponsor: Center for Improving Teacher Quality (CTQ) at Council of Chief State School Officers (CCSSO)

Dates: November 2–4
Location: Nashville, TN
Format: Conference

Topic: [NMSA 33rd Annual Conference and Exhibit](#)
Audience: Middle-level educators and administrators
Sponsor: National Middle School Association

Dates: November 3–5
Location: Minneapolis
Format: Conference

Topic: [Teaching for Intelligence: Believe to Achieve Conference](#)
Audience: Educators
Sponsor: National Urban Alliance for Effective Education and cosponsors: West Metro Education Program (WMEP); Saint Mary's University of Minnesota; Learning Point Associates; Hamline University; Mid-continent Research for Education and Learning (McREL); Minnesota Minority Education Partnership, Inc. (MMEP); Programs for Educational Opportunity, University of Michigan; Continuing Professional Studies and Outreach, College of Education and Human Development, University of Minnesota

Dates: November 6–8
Location: San Francisco
Format: Conference

Topic: [Grantmaking Strategies for Student Success: New Partners, New Tools, New Urgency](#)
Audience: Staff and trustees of grantmaking or operating foundations, individual donors, staff of philanthropic support networks, foundation trustees, executive directors/CEOs, and vice presidents
Sponsor: Grantmakers for Education

Dates: November 8–9
Location: Washington, DC
Format: Conference

Topic: [What Works Annual Conference](#)
Audience: Regional comprehensive centers, state education agencies, and other national organizations whose work focuses on teacher quality research, policy, and practice
Sponsor: National Comprehensive Center for Teacher Quality



Dates: November 11–15
Location: Williamsburg, VA
Format: Conference

Topic: [NASDSE Annual Conference and Business Meeting: Focus on Results](#)
Audience: State directors
Sponsors: National Association of State Directors of Special Education (NASDE) with following corporate sponsors: Academic Behavioral Alternatives; Ciber, Inc.; Columbus Educational Services; Computer Automation Systems; Educators Publishing Service; Headsprout; Key2Ed; Leader Services; LRP Publications; Maximus; Measured Progress; netTrekker; Pearson Learning Group; Scholastic; Scientific Learning Corporation; Sopris West Educational Services, A Cambium Learning Company; Spectrum K12 School Solutions; Teachers-Teachers.com

Dates: November 16
Location: Columbus, OH
Format: Policy Summit

Topic: [Ohio National Board Certified Teachers Policy Summit: Closing Achievement Gaps, Staffing High-Needs Schools](#)
Audience: National Board certified teachers (NBCT), administrators, regional NBCT support site coordinators, education policymakers
Sponsor: Ohio Education Association in partnership with: National Education Association, National Board for Professional Teaching Standards, Ohio Educator Standards Board, Ohio Coalition of Board Certified Teachers, Ohio Federation of Teachers, Ohio Department of Education, Ohio Board of Regents, Buckeye Association of School Administrators, Ohio Association of Elementary School Administrators, Ohio Association of Secondary School Administrators, Center for Teaching Quality

DECEMBER 2006

Dates: December 7–9
Location: Washington, DC
Format: Symposium

Topic: [National Symposium on Dispute Resolution in Special Education: On the Road to Agreement—IDEA '04 & More](#)
Audience: State dispute resolution coordinators, parent advocates, directors of special education, dispute resolution practitioners, attorneys, educators, service providers, parents and others interested in creating effective agreements that benefit educational and early intervention programs for infants, toddlers, children and youth with disabilities
Sponsor: National Center on Dispute Resolution in Special Education



UPCOMING EVENTS IN 2007

Dates: January 22–23
Location: Los Angeles
Format: Conference

Topic: [2007 CRESST Conference](#)
Audience: Attendees interested in the future of test-based educational accountability
Sponsor: National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

Dates: January 24–25
Location: Rosemont, IL
Format: Forum

Topic: Midwestern Forum on Teacher Quality
Audience: State education agencies, practitioners, superintendents, legislators, professional development providers, researchers
Sponsor: REL Midwest

Dates: January 27–30
Location: Long Beach, CA
Format: Conference

Topic: [Title I 2007 Conference “Avenues of Excellence”](#)
Audience: School district state and federal programs staff; county office of education state and federal programs staff; school board members; principals and building-level staff
Sponsor: National Association of State Title I Directors

Dates: February 7–9
Location: Washington, DC
Format: National Forum on Disproportionality

Topic: [Leadership for Equity and Excellence: Transforming Education](#)
Audience: Educators, policymakers, advocacy groups, parents, and community members
Sponsor: National Center for Culturally Responsive Educational Systems (NCCRESt)

Dates: February 15–16
Location: Kansas City, MO
Format: OSEP Regulations Implementation Meeting

Topic: [Building the Legacy: IDEA 2004](#)
Audience: Region 4 (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, Wisconsin) Part B state directors and state staff; PTI and CPRC staff; Technical Assistance & Dissemination Network directors and staff; SPP Steering Committee members
Sponsor: Regional resource and federal centers

Dates: March 5–6
Location: Indianapolis, IN
Format: Meeting

Topic: Great Lakes East Annual Advisory Board Meeting
Audience: Great Lakes East staff, Great Lakes East Advisory Board members, state liaisons, subcontractors, representatives from Great Lakes West, REL Midwest, and the National Comprehensive Center for Teacher Quality
Sponsor: Great Lakes East



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