



Great Lakes East Comprehensive Center

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Multiple Pathways to Graduation

In recent years, more than ever, high schools have come under scrutiny and public criticism. Governors and state education agencies across our region have been working intensively to form policies and practices that will accelerate learning, establish rigorous academic standards, and prepare students for postsecondary success and participation in a global workforce.

Indiana, Michigan, and Ohio have taken bold steps to increase high school student achievement and graduation. A particular focus has been on multiple pathways to graduation and how states could support and develop these pathways. We are working with cross-center work teams in all of our states on high school redesign, dropout prevention, and college and career preparation pathways. One of the recent initiatives with Ohio has been to help the Ohio Department of Education create and implement a credit flexibility policy. "Credit flexibility" refers to a variety of ways that students could receive credit for classes other than the traditional way of garnering class credit—the Carnegie unit or "seat time" accounting. Some examples of credit flexibility options are virtual classes, internships, and project-based learning experiences. Our special report in this issue describes Ohio's credit flexibility policy work in detail (see p. 3). We hope that it will provide you with innovative ideas and approaches on how to open more pathways to graduation in your state.

Please let us know if you find information in our newsletter helpful. Once a year, we survey our readers to find out what clicks with them and what information they need. We hope you take a few minutes of your time to fill out a quick [online survey](#) and let us know how we're doing. Thanks for your readership!

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

We'd love to hear from you! Participate in our annual e-newsletter survey:
<http://www.zoomerang.com/Survey/WEB22BH5TET853>

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

Highlights of the Quarter

Great Lakes East Begins Additional Years of Technical Assistance to Indiana, Michigan, and Ohio

The Comprehensive Center Program, comprising 16 regional and five content centers, has been awarded a continuation grant from the U.S. Department of Education, extending through September 30, 2012. The cooperative agreement allows the Great Lakes East Comprehensive Center to continue providing intensive technical assistance to the Indiana Department of Education, the Michigan Department of Education, and the Ohio Department of Education that increase states' capacity to support their districts and schools in closing achievement gaps and raising student achievement. The emphasis of Great Lakes East's assistance is on helping states implement the Elementary and Secondary Education Act with particular attention to the key federal reform priorities identified in [A Blueprint for Reform](#). Great Lakes East is thrilled to continue its important work with Indiana, Michigan, and Ohio.

REL Midwest Introduces the Midwest Education Atlas

By Marianne Kroeger, Senior Communications Associate, REL Midwest



Regional Educational Laboratory (REL) Midwest is pleased to announce the launch of the *Midwest Education Atlas* (www.learningpt.org/REL/atlas), an online repository of geographic data displays and links to related topical resources. Using publicly available data sources and geographic information system (GIS) technology, the REL Midwest team created a set of maps that display data on high school dropout rates across several district-level variables, such as poverty level, minority enrollment, and mothers' education level.

Maps for Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin display the most recent data on high school dropout rates from publicly available data sources, including the U.S. Census Bureau, the National Center for Education Statistics (NCES) Common Core of Data, and state education agency websites. Materials illustrate geographic patterns and do not provide or imply causal links or relationships in the data. Each map contains an online graphic and a link to an interactive, downloadable PDF. These maps can help frame conversations on dropout prevention in your communities. REL Midwest plans additional topics for release next year.

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Victoria Cirks

**Credit Flexibility Provides Students in Ohio
With Multiple Pathways to Graduation**

By Victoria Cirks, Consultant, Great Lakes East Comprehensive Center

The 2007 Ohio Core legislation (Senate Bill 311) was an extensive effort to increase the rigor and relevance of the state’s graduation requirements. These reforms continued to build on the state’s vision to create a world-class education system that would prepare Ohio students for the 21st century global workforce. Included in the legislation was a provision that required the adoption of a plan (by March 31, 2009) to enable “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction” (Senate Bill 311, Sec. 3313.603). This article provides a brief overview of Ohio’s credit flexibility journey from policy development to implementation.

Policy Development

To lead the development of the plan—now called the [credit flexibility policy](#)—the Ohio Department of Education (ODE) established and facilitated a design team. The team, composed of representatives from various stakeholder groups (i.e., K–12 education, teachers unions, higher education, business), began its work in May 2008. Later that fall, the team finished a draft credit flexibility policy, and the Great Lakes East Comprehensive Center helped ODE gather statewide feedback on the draft that would inform the final version of the policy.

Great Lakes East provided ODE with assistance in the design and facilitation of a series of 15 stakeholder engagement meetings between November 2008 and February 2009 aimed to:

- Increase general awareness about the proposed plan for credit flexibility.
- Solicit stakeholders’ comments and concerns about credit flexibility.
- Utilize the specific experience and expertise of the stakeholder groups to directly inform specific aspects of the credit flexibility plan.
- Identify recommendations for successful implementation and specific areas of concern, including equity and access.

In addition, Great Lakes East helped ODE synthesize the feedback collected from these meetings for the Ohio State Board of Education. A report, titled [A Report on the Ohio Credit Flexibility Plan: Findings From the Stakeholder Engagement Meetings](#) (February 2009), summarized common themes of shared support across stakeholder groups, implementation issues and concerns, and considerations for further revision and implementation supports. The Ohio State Board of Education adopted the credit flexibility policy in March 2009, and the focus of Great Lakes East’s work with Ohio then turned toward implementation.

Policy Implementation

Once the policy was adopted statewide, ODE turned its attention to developing implementation supports to help districts prepare for policy integration in the 2009–10 school year. The credit flexibility policy allows students, parents, and educators to design individual learning experiences to meet the educational needs of students. Inherent within this new structure are a number of practical considerations that schools and districts must address in order to have the capacity to offer credit flexibility options. These considerations include topics such as assessment (e.g., demonstration-based assessments, test-out options, rubrics), instruction (e.g., internships, blended, online, third-party, and the individualized learning contacts or templates to support these options), staffing (e.g., teacher of record, partnerships agreements with community-based entities), and logistics (e.g., safety, transportation, costs). Great Lakes East has collaborated with ODE in the design of four main implementation supports—case studies, a community of practice, a cross-office team, and a series of Web conferences—to help address some of these key considerations.

- **Case Studies:** The credit flexibility case studies provide illustrations of innovative practices that reflect the goals and objectives of the policy. The case studies were organized into five general categories: assessment, instruction, getting started, partnerships, and staff coordination.
- **Community of Practice:** In collaboration with the IDEA Partnership, Great Lakes East and ODE have been working to create and develop the Ohio Credit Flexibility Community of Practice. This community will use the IDEA Partnership’s online platform—Shared Work—and will leverage the experience and expertise of the field to help solve implementation challenges.
- **Cross-Office Team:** Great Lakes East supported ODE in the development of a cross-office team to discuss systemic barriers and implementation challenges and to develop [guidance documents](#) and other supports. This team met, often bimonthly, between December 2009 and July 2010. To inform the work of this team, the National High School Center and Great Lakes East collaborated in conducting a national scan for policies and implementation supports in other states.
- **Web Conference Series:** Great Lakes East has assisted ODE in two Web conference series in spring 2010 and fall 2010. These Web conferences aim to provide educators with additional information and guidance on topics related to the implementation of the credit flexibility policy as well as additional opportunities for the field to discuss their challenges with ODE staff.

Next Steps

As Great Lakes East begins its Year 6 of technical assistance, it will continue to assist ODE with their implementation supports. Great Lakes East and ODE are currently in the planning stages for a second set of case studies, and a state team will continue to work on the development of the community of practice with the IDEA Partnership. In addition, following the conclusion of the fall 2010 Web conference series, a survey of the entire series will help inform ODE in determining whether to continue with another series in spring 2011. In retrospect, Sarah Luchs, associate director, Center for Reform and Strategic Initiatives, shared ODE’s positive experience with Great Lakes East over the course of time (personal communication, November 5, 2010):

This legislative mandate arrived during tough financial times. I’m grateful we had support from Great Lakes East. It’s made a real difference. They played a critical role with stakeholder engagement. More importantly, they helped us build the architecture of supports necessary for

effective implementation. That architecture made credit flexibility visible and actionable. During our early research, we found that many other states had a similar policy on the books, yet few people in those states knew about it or used it. It occurred to us that maybe adopting this kind of policy wasn't enough. It seems that in many of those states, the policy exists as a technicality. We're making it a reality in Ohio, with the help of our partners.

Ohio was recently recognized at the Partnership for 21st Century Skills's National Summit and received a 21st Century Best Practice Award for its credit flexibility policy. For more information about Ohio's credit flexibility policy, visit the [Ohio Credit Flexibility Plan](#) website. Following are some additional resources related to Ohio's credit flexibility initiative:

- [Credit Flexibility Bibliography](#) (research used to inform the policy development)
- Credit Flexibility Design Team Final Report—[New Emphasis on Learning](#)
- [Credit Flexibility Guidance Documents](#)
- [Credit Flexibility Pamphlet](#)

Reference

Senate Bill 311, 126th General Assembly of Ohio. (2007). Retrieved November 9, 2010, from http://www.legislature.state.oh.us/bills.cfm?ID=126_SB_311_PS

Focus on States

In this section, Great Lakes East state managers provide regular updates on current state plans undertaken by each state in the region with a specific focus on implementation efforts of the Elementary and Secondary Education Act and key federal reform priorities.



INDIANA

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As Year 5 of the Great Lakes East Comprehensive Center's technical assistance to the Indiana Department of Education (IDOE) concluded in September 2010, Great Lakes East and IDOE were in pursuit of six goals of varying potential impact on schools and districts across Indiana. Great Lakes East's involvement had increased significantly during the previous months to address district improvement (Title I Part C [migrant education] and Title III [English learners, special education]) and instruction (response to instruction [RTI], curriculum mapping, college and career preparation, counselor performance and accountability). Upon submission of Year 6 technical assistance plan to the U.S. Department of Education, IDOE and Great Lakes East have reconfigured the components and elements of existing technical assistance goals and added new components and elements to the work. Great Lakes East will continue to coordinate its efforts in partnership and close communication with IDOE staff members in the areas of district improvement (Title I, Title III), school improvement (Title I, Title III, School Improvement Grants, turnarounds, state technical assistance teams, RTI), and Common Core State Standards, including the integration of mathematics, English language arts, and science standards into career and technical education courses for college and career pathways.

School Improvement

State Turnaround of Schools and Technical Assistance Teams. Last year, the Indiana Department of Education (IDOE) developed a process for schools identified as in Academic Probation, Year 5, according to Indiana's Public Law 221. The schools participated in a School Quality Review led by IDOE Turnaround Director Lee Ann Kwiatkowski. The basis of the review is the research examined by Mass Insight Education, a nonprofit education organization, which reviewed actions of high-poverty, low-performing schools that allowed them to become high performing. Calkins, Guenther, Belfiore, and Lash (2007) categorized the actions into three domain areas with three strategies in each domain. Following are the three domains and examples of the strategies:

1. **Domain 1: Acknowledge and foster students' Readiness to Learn.** Students feel secure and safe in the school; school directly addresses students' poverty-driven challenges.
2. **Domain 2: Enhance and focus staff's Readiness to Teach.** All staff members believe that they are accountable for student achievement; teachers work collaboratively and receive job-embedded professional development.
3. **Domain 3: Expand teachers' and administrators' Readiness to Act.** Principals are allowed by the district to make their own decisions about people, time, money, and programs; leaders are agile and flexible as changes occur.

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As IDOE began the School Quality Review this year, they requested Great Lakes East's assistance in reviewing and redesigning the processes and materials. Each of the three phases was reviewed: (a) a previsit teacher survey and school self-evaluation, (b) a two-day visit by a Technical Assistance Team composed of IDOE leadership and highly respected educational and business leaders, and (c) a follow-up report of the school's strengths and areas that need improvement. Kwiatkowski and Great Lakes East staff member Jayne Sowers, Ed.D., reviewed and redesigned the materials from last year, ensuring the triangulation of data from teachers, students, parents, community, the principal, and the district. Data sources included school self-evaluations, teacher surveys, review of documents and data, focus groups, and classroom observations. They also trained the Technical Assistance Team to increase inter-rater reliability by having the team members view classroom and school tapings, rate the observations on a rubric developed by Mass Insight, and arrive at a consensus regarding rating.

In addition, IDOE met with the principals and district staff to explain the School Quality Review. The culmination of the review is a report written by IDOE to identify strengths as well as areas of need whereby the school can revise its school improvement plan and focus on areas that will lead to increased student achievement.

Response to Instruction. Indiana's Response to Instruction (RTI) Pilot Schools Program is in full swing. In September and October 2010, Alyson Luther (IDOE director of RTI), with technical assistance from Stacy Rush (Great Lakes East), conducted site visits of the 11 pilot schools. Customized professional development programs were designed by the RTI leadership team (composed of staff from IDOE, Great Lakes East, and the National Center on Response to Intervention) and will begin in November 2010. Each month, November through May (excluding December), pilot schools staff will participate in a four-hour workshop. Specific monthly topics will include reinforcement of the RTI foundation and Differentiated Instruction Power Tool (November), universal screening and Differentiated Instruction Power Tool (January), progress monitoring (February), reading (March), mathematics (April), and requested topics (May). Each session will include a special segment on concerns for English learners. In addition to pilot schools staff, representatives from Indiana's educational service centers have been invited to participate.

Common Core State Standards

College and Career Preparation. Great Lakes East's assistance to IDOE College and Career Preparation (CCP) staff falls within the Common Core State Standards goal. In Year 6, Great Lakes East will provide technical assistance to IDOE CCP in pursuit of three objectives:

- **Academic Integration.** The work of the Math-in-CTE 2010–11 cohort, which held a week-long workshop in July 2010, continues into the fall. Mathematics and career and technical education (CTE) teacher teams have continued to design and implement new integrated lessons in their fall semester classes. Teachers will return to Indianapolis for a two-day workshop in November to share new lessons and design additional lessons. Tori Cirks, Great Lakes East consultant, has provided technical assistance to Davis Moore, IDOE CTE specialist, on the planning and implementation of the November workshop. Integrated lesson implementation will continue into the winter semester, and a third workshop is scheduled for early March. In addition to the efforts focused on Math-in-CTE, CCP staff members have expanded the project to (1) integrate mathematics, English language arts, and science into existing career and technical education courses, (2) create new mathematics courses with correlations to college and career preparation, and (3) support the 2010–11 cohort of Math-in-CTE. Cirks, Moore, and IDOE staff are working together to design surveys and open articulation for CTE and mathematics educators across the state.

- **College and Career Pathways.** This fall, IDOE is moving into Phase 2 of its work in developing college and career pathways. IDOE has organized business, industry, and educator work groups to design 40+ new pathway plans that identify the secondary and postsecondary courses and career opportunities for each pathway. While districts are being asked to pilot the pathways developed in Phase 1, IDOE will be working to develop the second half of the pathways in Phase 2. Cirks is providing technical assistance to Matt Fleck, IDOE director of CCP, and IDOE staff in designing the pathways.
- **Technology Preparation Task Force.** The task force, led by IDOE and supported by Great Lakes East, consists of technology educators from around the state and came together in spring 2010 to look at funding and organizational structures for the upcoming year. IDOE hopes to design a system of funding distribution that is a substantial improvement over the existing model, is more closely aligned with the requirements of Perkins IV, and includes mechanisms for increased evidence of success. Cirks is providing technical assistance in formatting and facilitating the monthly task force conference calls.

Secondary Mathematics. IDOE has requested assistance from Great Lakes East in the writing of a new secondary integrated mathematics policy statement and business plan. As the Common Core State Standards are implemented, IDOE is seeking to provide leadership to Indiana public schools in integrating secondary mathematics curriculum, instruction, and assessment. IDOE defines “secondary” as Grades 6–12 and intends to create a new model that will enable increased student achievement by better serving both high achievers, whose progress has been slowed down, and low-skilled students, who have needed four years in the current models.

In late August 2010, IDOE hosted an initial planning meeting. Stacey Hughes, Ed.D. (assistant superintendent for student learning), Schauna Findlay, Ph.D. (director of curriculum and instruction), Zach Foughty (secondary mathematics specialist), Trice Black (elementary mathematics specialist), Lisa Palacios (Great Lakes East), and Frank De Rosa (Indiana state manager, Great Lakes East) were joined by special invitees Robert Trammell (independent mathematics consultant) and Nancy Cruse (mathematics coordinator, Central Indiana Education Service Center). In this meeting, the essential components of a business plan for the composition and implementation of integrated secondary mathematics curriculum, instruction, and assessment were identified. Great Lakes East is currently facilitating conference calls with secondary mathematics experts identified by Russell Gersten, Ph.D., director of the mathematics strand at the Center on Instruction. The experts are John Woodward, Ph.D., professor in the school of education at the University of Puget Sound, and Richard Schaar, Ph.D., executive advisor to the Office of Education Policy of Texas Instruments, Inc. The Center on Instruction is providing valuable advice, experience, and research of similar endeavors in other schools, districts, states, and countries.

Dropout Prevention

Indiana Dropout Prevention Community. According to the IDOE Action Plan (Indiana Department of Education [IDOE], 2009a), IDOE’s vision is that “the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world,” and its plan is to “create and promote a statewide culture of academic excellence, in which at least...90% of students graduate from high school.” IDOE is working to provide technical assistance, strategies, and resources to parents and the community. To that end,

in September 2009, IDOE partnered with America's Promise Alliance and State Farm Insurance to host a statewide 2009 Dropout Prevention Leadership Summit. In his speech, Tony Bennett, Ed.D., Indiana Superintendent of Public Instruction, inspired participants when he appealed to them to “give a name, a face, and a heart to kids in danger of dropping out, to own the dropout problem as a community, and to take action” (IDOE, 2009b).

A year has passed, and the inspiration, promise, and action continue to grow. IDOE has created a Graduation Rate Performance Program to reward principals and educators whose guidance and leadership result in increased graduation rates. According to IDOE's press release (IDOE, 2010), “Indiana's graduation rate improved to 81.5 percent in the 2008–9 school year, increasing 3.7 percent over last year” with 101 schools reaching the announced goal of 90 percent or more of their students graduating in four years. Marion, Blackford, Carroll, and Putnam counties and a number of communities are aggressively pursuing dropout prevention action plans.

IDOE, with technical assistance from Great Lakes East, has joined with representatives from Indiana State University, State Farm Insurance, the Indiana Association of School Principals, and other organizations to form the [Indiana Dropout Prevention](#) State Leadership Team. The team has emerged as an organization aiming to help Indiana decrease the number of school dropouts.

Intent upon reenergizing the progress, the community conducted a six-day series of regional summits during the week of September 27, 2010. The summits were hosted by the Northwest Indiana Education Center, Central Indiana Education Service Center, East Central Education Service Center, Southern Indiana Education Center, Region 8 Education Service Center, and Indiana State University. Each summit opened with presentations from county teams that are progressing on the action plans written in the fall of 2009. Great Lakes East contributed to the summits by providing keynote presentations delivered by Betsey Brand, executive director of the American Youth Policy Forum; Sue Foxx, alternative education specialist at IDOE; and Chelsie Mann, integrated specialist at IDOE. The keynote speakers highlighted the significant issues and initiatives of IDOE. Regional Educational Laboratory (REL) Midwest representatives Sara Wraight and Alicia Garcia provided summit participants with relevant research and local dropout statistics. One hundred eighty-eight participants representing 37 counties came in teams to receive current information, guidance, encouragement, and time for their own dropout prevention action planning. The summits embraced the IDOE vision and plan and offered a refreshing reminder of Dr. Bennett's appeal to “own the dropout problem as a community and take action.”

The team included Sue Foxx, Chelsie Mann (IDOE), Sara Wraight, Alicia Garcia (REL Midwest), Tonya Balch (cochair and coordinator, School Counseling Program, Indiana State University), Jim Slavin, (cochair and representative of State Farm Insurance), Jackie Garvey (Indiana Partnership Center), Debbie Zipes (Indiana Afterschool), Gerald Mohr (executive director of the Indiana Association of School Principals), Georgiana Reynal (Office of Senator Lugar), and Debbie Fish (Central Indiana Education Service Center).

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MICHIGAN

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The Great Lakes East Comprehensive Center technical assistance plan for Year 6 will focus on working together with the Michigan Department of Education (MDE) to complete and institutionalize the structures, plans, tools, systems, and processes to fully support school improvement at the district, school, and classroom levels for all students in Michigan. Great Lakes East will continue to work with MDE to ensure coherence and increase collaboration between MDE offices, intermediate school districts (ISDs), and stakeholders in key areas of teacher quality, high school, and statewide system of support.

Teacher Quality

State Individual Professional Development Plan. Great Lakes East is assisting MDE in revising the electronic individual professional development plan for statewide use based on the findings of the 2009–10 field study. Plans for distribution also will be established. Under consideration is the practical use of the individual professional development plan for teacher and administrator evaluations required yearly under new Michigan legislation. Revisions of the individual professional development plan also will be aligned with results of the review and revision of Michigan policy to support a system for high-quality professional learning. The team's most recent meeting was held on November 15, 2010.

State Teacher Preparation System Revision. Great Lakes East is supporting the work of an MDE cross-functional stakeholder team to review and revise professional development policy and guidelines to create a more comprehensive system of highly effective professional learning. On October 15, 2010, MDE and Great Lakes East convened the first meeting of the cross-functional stakeholder team, made up of leaders from each of the MDE departments and representatives from key stakeholder groups throughout the state. The outcomes of the meeting included building a common understanding of high-quality professional learning to support a comprehensive professional learning system; identifying strengths, gaps, and opportunities for improving Michigan's existing professional development system; and identifying implications and making recommendations for the revision of state policy and guidelines to support a comprehensive system for professional learning. Great Lakes East will continue to facilitate the work of the team. The team will identify key components to include in a Michigan system overview policy to take to the State Board of Education. It will begin a yearlong scope of work within smaller work groups

to revise and create professional development policy and guidelines and develop and implement a communication plan and a monitoring and evaluation plan. Preparations are under way for November and December working meetings of the cross-functional stakeholder team.

High School

High School Redesign. Great Lakes East, in collaboration with the National High School Center, is providing technical assistance to MDE to begin the development of a five-year strategic plan for high school improvement in Michigan. Jenny Scala, National High School Center, and Bersheril Bailey, Great Lakes East, are planning and will cofacilitate an all-day retreat on November 23, 2010. The meeting will include participants from the various offices at MDE: Abigail Groff, Office of Education Improvement and Innovation; Deborah Clemmons and Jan Ellis, Superintendent's Office; Patty Cantu, Office of Career and Technical Education; Chris Janzer, Office of Educational Assessment and Accountability; Patricia Meaux, Office of Field Services; and Leisa Gallagher, Office of Special Education/Early Intervention Services.

During the 2009–10 school year, 1,100 elementary, middle, and high school schools accepted Superintendent of Public Instruction Mike Flanagan's Dropout Challenge to identify 10–15 students in or nearing a transition year who exhibit multiple risk factors and to provide research-based supports and interventions. To build on this successful effort, the state superintendent has called for a continued commitment of dropout challenge schools and districts and for all remaining buildings and districts to join the effort and learn how to implement the appropriate practices to make a positive change.

Great Lakes East continues to provide technical assistance to MDE's dropout prevention work. It facilitated an all-day retreat for MDE's Dropout Challenge team on September 23, 2010, to begin developing a year-long plan to provide additional ongoing support and resources to the Dropout Challenge schools. As a follow-up to the Dropout Prevention Summit held in August 2010, a session on dropout prevention will be held as part of MDE's "School Improvement Conference" on November 30, 2010. The Institute of Education Sciences (IES) Practice Guide [Dropout Prevention](#) will be provided to all participants along with an overview of how to use the guide. In addition, Oakland Schools and Lakeshore High School will share how they are implementing one or more recommendations from the Practice Guide in their schools. The IES [What Works Clearinghouse](#) resources also will be shared with participants.

In addition, Great Lakes East continues to support MDE's efforts to build the capacity of alternative educators across the state to help struggling students meet the rigorous requirements of the Michigan Merit Curriculum. Chris Janzer, analyst, MDE Office of Educational Assessment and Accountability, provided alternative educators from around the state an update on MDE's new policies that impact alternative high schools on October 18, 2010, at the "Michigan Association for Community and Adult Education Conference." MDE also is working with alternative education professional organizations to plan a series of professional learning opportunities. MDE, in collaboration with the Michigan Alternative Education Organization, held the first workshop, "Mastering the Maze of Michigan Merit Math," on November 11, 2010. Presenters included Dan LaDue, mathematics consultant; Ruth Anne Hodges, MDE high school consultant; and Mike Lehman and Marie Copeland, project managers for EMATHS: Embracing Mathematics, Assessment, and Technology in High School.

Statewide System of Support

Michigan's Statewide System of Support (SSOS). Michigan's SSOS Pacesetter Team continues to work closely with Great Lakes East and the Center on Innovation & Improvement (CII). Its members include Mark Coscarella, assistant director for the Office of Education Improvement and Innovation; Karen Ruple, manager for the statewide system of support; Bill Witt, high-priority consultant; Diane Joslin-Gould, school improvement consultant; Fred Williams, Office of Field Services consultant, and Bersheril Bailey, senior consultant, Great Lakes East. CII has planned four distance learning opportunities for state education agencies this year, and the Pacesetter Team participated in the first distance learning session on November 5. The theme for the session was "Progress with School Improvement Grants (SIGs)," and the session presenters were Steve Underwood, director, Idaho Statewide System of Support, Division of Student Achievement & School Improvement, and Kathleen Smith, Ed.D., director, Office of School Improvement, Virginia. Underwood and Dr. Smith discussed how their states have utilized the CII's "Transformation Toolkit" in their school improvement efforts. Lauren Morando Rhim, Ph.D., also responded to questions related to the CII webinars on SIG topics. Michigan's Pacesetter Team will continue to revisit CII's statewide system of support rubric and the SSOS Self-Assessment report provided by Great Lakes East to continue to redesign and improve the statewide system of support.

English Language Learners (ELLs). Great Lakes East has continued to work closely with the MDE Office of Field Services and the Office of Education Improvement and Innovation on the sheltered instruction observation protocol (SIOP) capacity-building effort throughout the summer. Three regional four-day training events were facilitated in three intermediate school districts: Oakland, Ingham, and Ottawa. Individuals who successfully completed the SIOP Training of Trainers in June served as cofacilitators and/or assistants at the events, led by Emily Evans and Dennis Terdy, representing the Center for Applied Linguistics. With strong regional representation, 138 Michigan teachers and other staff participated in these capacity-building sessions. A follow-up meeting to support the two SIOP trainer cohorts (from 2009 and 2010) will be held on November 19, 2010, in Lansing and will be planned and facilitated with the new Office of Field Services Special Populations Manager Shereen Tabrizi, Ph.D. This meeting will focus on team-building activities, resource development, and future implementation and planning. An additional meeting is scheduled in spring 2011.

The cross-office ELL core team, with an ongoing goal to coordinate and leverage ELL-related activities at MDE, held its most recent meeting on September 27, 2010. Terdy and Dr. Tabrizi facilitated the meeting, which focused on cross-office ELL updates and further clarification of how various MDE offices are supporting ELL. Terdy will work closely with Dr. Tabrizi to coplan and cofacilitate the ELL core team meetings during the upcoming year. The next ELL core team meeting will be held on December 6, 2010.

Response to Intervention (RTI). At their September and October meetings, MDE's RTI team continued to define the essential components of RTI for Michigan schools. The team has drafted an RTI guidance document that includes a definition, 11 essential components, and exemplars of RTI implemented at the classroom, building, district, and ISD levels. The team continues to expand ensuring representation from all stakeholders with the intent to align and braid RTI with the state's school improvement initiatives.

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Building on the success of the spring conference, the team is collaborating with the MDE “School Improvement Conference” to provide a preconference on November 29, 2010. The day will begin with a keynote address by Victoria Bernhardt, Ph.D., on her latest work on RTI and continuous school improvement. Michigan’s essential elements of RTI also will be shared with the group. Breakout sessions from schools, districts, and ISDs will emphasize the essential elements of RTI through their stories.



OHIO

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Federal initiatives like Race to the Top (RTTT) and School Improvement Grants (SIG) are driving much of the Ohio Department of Education’s (ODE’s) planned work in the upcoming year. Funding for both initiatives will enable Ohio to pursue innovative and transformative work. The Great Lakes East Comprehensive Center is presented with a challenge and an opportunity to align the work planned for its Year 6 of technical assistance with projects proposed in RTTT. These projects and the major areas of focus will include Great Lakes East’s continued support with the Ohio Improvement Process (OIP), statewide adoption of college- and career-ready standards, and district implementation of credit flexibility. The overarching goals will be implementation of Common Core State Standards, performance assessments, and monitoring and evaluation processes designed to improve the statewide system of support. Following is an update of the recent collaborative efforts in Ohio.

Assessment and Accountability

Credit Flexibility Implementation. Great Lakes East continued to provide the Ohio Department of Education (ODE) with technical, content, and planning support for the following credit flexibility Web conferences:

- September 21: Physical Education, World Languages, and Career Tech
- October 12: Credit Flexibility Communications
- November 17: Family and Civic Engagement

After the November Web conference, a final evaluation of these conferences will help determine their usefulness to the field and help ODE make the case for another possible series of Web conferences in 2011.

ODE and Great Lakes East are now trying to identify additional districts, career-tech centers, education service centers, or other institutions that have demonstrated innovation and success in implementing credit flexibility. These sites will become the subjects of Phase 2 of the credit flexibility case studies. The purpose of these studies is to provide examples of promising practices that can inform other local practices and implementation processes. Credit flexibility resources, including audio recordings and transcriptions of Web conferences, guidance documents, and case studies, can be accessed through ODE’s [Ohio’s Credit Flexibility Plan](#) website.

As the work has shifted somewhat from internal ODE guidance to districts to sharing of promising practices among districts, this has led to early work to assemble a state team to guide the community of practice work. The role of this team would be providing leadership and direction for the development and implementation of the community of practice and the online platform (Shared Work).

Tori Cirks, credit flexibility project lead, attended the Next Generation conference on September 21–22, 2010, and listened to presentations from the Innovation Lab Schools that are a part of Ohio's Next Gen effort. These schools are facing many of the same challenges that districts and schools implementing credit flexibility policy face, including staff and student time, people and shifting roles, use of technology, and alternative assessments.

Standards, Assessment, and Accountability. Much of the standards work in Ohio is focused on implementation of the Common Core State Standards and designing a system of support for districts and buildings as they adopt and implement these new standards. Stan Heffner, associate superintendent for Curriculum and Assessment at ODE, has promoted the idea that the comprehensive centers should work collaboratively with other technical assistance providers to come up with a common approach and tools to support consistent, high-quality implementation nationally—rather than each state designing and supporting implementation in isolation.

To further support this idea, Beth Ratway, representing Great Lakes East, has provided leadership in identifying staff from the American Institutes for Research (AIR) to create an Innovation Configuration map for implementation of the Common Core. An Innovation Configuration map identifies research-based or best practices for standards implementation at the state, regional, district, and building levels. This map helps ODE define quality and assists the state in monitoring fidelity of implementation through descriptions of the highest levels of desired outcomes and incremental steps along the way. The original concept for a map was generated by the National Staff Development Council (NSDC)—now Learning Forward—for implementation of the new professional development standards. On September 29–30, 2010, regional comprehensive center state managers from Illinois, Wisconsin, and Ohio along with Ratway and other AIR staff met in Washington, D.C., to draft the Innovation Configuration map.

Following this meeting, a meeting will be scheduled by the end of the year with ODE to introduce the draft map and to solicit their feedback. This meeting also will focus on how to use this map in Great Lakes East's work with the educational service centers (ESCs) in Ohio. Great Lakes East will support ODE both as a thought partner and technical assistance provider as Ohio moves toward statewide implementation of the Common Core. It is thought that ESCs will play a significant role in supporting districts during this implementation process.

Part of the vision for a next generation assessment and accountability system in Ohio has been the use of performance assessments. It is expected that both common assessment consortia (SMARTER Balanced and Partnership for Assessment of Readiness for College and Careers) will generate performance assessments. For some time, ODE has requested assistance in designing and conducting a validity study of performance assessments. Great Lakes East has assembled a team of people from REL Midwest, Great Lakes East, and Great Lakes West to be a thought partner with ODE on the design and conduct of a validity study; this group also will be responsible for helping ODE think through the design and operation of moderation and scoring panels. A validity study planning meeting was held with ODE on November 17.

State Systems of Support and the Ohio Improvement Process

Building a Sustainable Statewide System of Support. During the past four years, Great Lakes East has worked with ODE and a state-level design team to create the Ohio Improvement Process (OIP) and to help build the capacity of this system of support—especially state support teams and ESC staff—to facilitate the improvement process with districts and buildings across Ohio. Because Ohio has been awarded Race to the Top funding and School Improvement Grants, this change has led to some restructuring within ODE as well as a rethinking of the current statewide system of support. In addition, the state-level design team has largely completed its design work—all four stages of the OIP have now been articulated and incorporated into the OIP *Facilitator's Guide*.

In Year 6, Great Lakes East will continue to play a collaborative role with ODE and a repurposed state-level design team as Ohio transitions from a centralized and quad-level training structure to a regionally based training structure. On September 12–14, 2010, a large centralized training (approximately 500 people) was held in Columbus for external state support team, ESC facilitators, and internal district facilitators. This training was facilitated by members of the state-level design team and ODE staff. The focus of this training was Stage 4 of the OIP (evaluation of the improvement process). Key messages that were communicated by ODE at this training included a commitment to the OIP; a focus on coordination, communication, and collaboration across ODE; and a focus on building capacity and sustaining support for the OIP.

On October 12–13, 2010, the state-level design team was convened to reflect on past strength-based experiences and to imagine a future state system of support. From this meeting, the team shared and accepted an overarching goal: *to build the capacity of districts and schools to engage in inclusive, continuous, and sustainable improvement in order to raise student achievement and close the achievement gap*. The team identified strengths and opportunities for greater alignment and capacity of the state system of support. They also graphically represented future structures of the statewide system of support and prioritized a list of next steps for the work. These prioritized next steps include the following:

- Evaluate the OIP as one component of the state system of support using quantitative and qualitative data.
- Develop and field-test methods to collect statewide, regional, and district data on state system of support indicators.
- Evaluate the state system of support annually and share data vertically (up and down levels of the system).
- Monitor delivery of professional development for effectiveness, accuracy, consistency, and sustainability using fidelity checklist and monitor for results or impact.
- Provide regional professional development for teacher-based teams with a continual focus on Stage 3 (implementation and monitoring) and a focus on improving instructional practice.
- Continue providing principal and central office leadership training with a target of 90 percent implementation.
- Work across and with ODE centers and offices to integrate and align the OIP with other initiatives.

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- Collect illustrations of behaviors that demonstrate competency for the purpose of improving the facilitator competency tool.
- Develop a communication plan and quality assurance for posting and maintaining website resources and review and refinement of print resources (e.g., OIP Facilitator’s Guide).

This list mirrors much of the work undertaken by the state-level design team cadres (see the [summer 2010 Great Lakes East e-newsletter](#)). Next steps for the work include the continued gathering of the core group that is the state-level design team to assist ODE in defining the future of the statewide system of support and with OIP priority actions. The first meeting of the repurposed state-level design team (core group) took place on November 2–3, 2010.

In the News

The following articles were selected to provide easy access to news and publications addressing the key education topics within each Great Lakes East state and across the nation during the past quarter.



INDIANA

Indiana Chamber Names State Superintendent Tony Bennett Government Leader of the Year—

Indiana Department of Education, November 9, 2010

<http://www.doe.in.gov/news/2010/11-November/ChamberLeader.html>

“Indiana Superintendent of Public Instruction Tony Bennett has put students first—where they belong. He’s called for wiser use of public funds. He’s demonstrated unwavering determination, in the face of change-resistant critics, to begin transforming the state’s education system. These efforts were lauded tonight when Bennett was named the Indiana Chamber of Commerce’s 2010 Government Leader of the Year.”

Schools and Districts Honored for Students’ High Academic Growth—

Indiana Department of Education, November 8, 2010

<http://www.doe.in.gov/news/2010/11-November/growth.html>

“Nine Indiana schools and school corporations were recognized...because a large percentage of their students achieved high academic growth in both Mathematics and English/Language Arts during the 2009–2010 school year.”

Indiana Increases PSAT Numbers Again in 2010—

Indiana Department of Education, October 8, 2010

<http://www.doe.in.gov/news/2010/10-October/PSATNumbers.html>

“Superintendent of Public Instruction Dr. Tony Bennett announced...that over 75,000 Indiana high school sophomores have registered for the October 13 PSAT. Once again, Hoosier students have trumped the state’s record, making Indiana a national leader in PSAT participation.”

Indiana Wins Federal Funds for Educator Evaluation and Incentive Program—

Indiana Department of Education, September 23, 2010

<http://www.doe.in.gov/news/2010/09-September/edeval.html>

“Forty-six Indiana schools from 11 school corporations will partner with [IDOE] to implement a nationally-recognized program, called TAP: The System for Teacher and Student Advancement.... Indiana is one of 27 states to be awarded Teacher Incentive Fund (TIF) money.”

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IDOE Announces Indiana Education Reform Cabinet—Indiana Department of Education, September 20, 2010

<http://www.doe.in.gov/news/2010/09-September/ReformCabinet.html>

“The Indiana Education Reform Cabinet (IERC)...is composed of 15 teachers from school corporations across the state. The IERC was created to provide classroom teachers a recognized forum for asking questions and providing thoughtful feedback on the state’s newest education initiatives.”

AP, SAT, PSAT Participation Grows, Outpaces Gains in Student Performance—Indiana Department of Education, September 13, 2010

<http://www.doe.in.gov/news/2010/09-September/APparticipation.html>

“Indiana demonstrated impressive one-year gains in the number of students taking Advanced Placement (AP), SAT and PSAT exams, according to a report released...by The College Board. More minority students are taking the exams than ever before, and Indiana leads the nation in AP participation growth. By comparison, the report shows student scores remained relatively flat.”



MICHIGAN

Superintendent’s Podcast: More Powerful Than a Locomotive—Michigan Department of Education, November 10, 2010

http://www.michigan.gov/mde/0,1607,7-140-37818_45256-246835-,00.html

“Who is the Superman to come and rescue our schools? State Superintendent Mike Flanagan spills the beans and reveals the identity of who will help save Michigan.”

Study: Charter Schools Performing Better Than Neighboring Traditional Public Schools—*Michigan Radio*, September 28, 2010

<http://www.publicbroadcasting.net/michigan/news.newsmain/article/1/0/1706236/Michigan.News/Study.Charter.schools.performing.better.than.neighboring.traditional.public.schools>

“A new study finds charter schools in Michigan are doing a better job than previously thought.”

Superintendent’s Podcast: A New Marking Period—Michigan Department of Education, September 16, 2010

http://www.michigan.gov/mde/0,1607,7-140-37818_45256-243724-,00.html

“Everyone takes responsibility in a child’s education as state Superintendent of Public Instruction Mike Flanagan welcomes students, parents, and educators back to school. Transparency, accountability, and an eagerness to move forward will lead Michigan’s students to greater success.”

Gov. Granholm Wants Longer School Year in Michigan—*Michigan Live*, September 7, 2010

http://www.mlive.com/politics/index.ssf/2010/09/gov_granholm_wants_longer_scho.html

“Michigan school children need to spend weeks longer in school than they do now, Gov. Jennifer Granholm [would] like lawmakers to require the school year to last more than 180 days.”

28 Struggling Michigan Schools Awarded Federal Improvement Funds—Michigan Department of Education, September 2, 2010

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-243056-,00.html

“Michigan received \$115 million in first-round competitive SIG funds for local schools to improve teaching and learning for all students. Using federal rules, only \$86 million was available for immediate grant awards, with the remainder rolling into a second round of funding later this year.”



OHIO

High Stakes in Ohio—*Inside Higher Ed*, October 27, 2010

<http://www.insidehighered.com/layout/set/print/news/2010/10/27/ohio>

“As many states face billion-dollar deficits and struggle to maintain their quality of education with increasingly stingy budgets, few have remade their higher education systems as aggressively as Ohio has. Under Gov. Ted Strickland, the structure and financing of higher education have undergone dramatic changes, not least of which is a [performance-based funding](#) system that awards institutions government money based on retention and educational attainment.”

In School Turnarounds, the Human Element Is Crucial—*Education Week*, October 25, 2010

<http://www.edweek.org/ew/articles/2010/10/27/09pappano.h30.html?tkn=QMCC%2Fd01r%2B7B3d7pTKdjyZ2jkqAxW4FGwDni&cmp=clp-sb-ascd>

“One of the most powerful tools—one that has taken an inner-city Cincinnati high school from absolute failure, by any measure, to being named a national [Blue Ribbon School](#)—is embarrassingly plain and lacking a data column: It’s about relationships.”

Schools of Promise Show Substantial Student Performance Gains—Ohio Department of Education, September 29, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=228378451468483773>

“161 Ohio schools...were named Schools of Promise based on results from the 2009–10 local report cards. These schools have excelled through rigorous coursework and a strong system of learning supports to help students overcome high levels of poverty.”

Ohio to Receive \$52M to Reward Teacher Performance—Ohio Department of Education, September 27, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=345227796832327348>

“Deborah Delisle, superintendent of public instruction, announced that Ohio was awarded \$52.7 million over five years through the U.S. Department of Education’s Teacher Incentive Fund (TIF). These funds will be used to expand Ohio’s TIF efforts to support the development and implementation of performance-based teacher and principal compensation in high-need schools.”

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Ohio SAT Scores Outperform National Average—Ohio Department of Education, September 16, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=788217221334524725>

“Ohio public school students have again outperformed the nation on the SAT college entrance and placement exam. The average verbal score of Ohio students was 537 compared to the national average of 498, 550 in math compared to the national average of 511, and 518 in writing compared to the national average of 488.”

Number of Charter Academies Jumps With Effort to Lure Dropouts—*Columbus Dispatch*,

September 12, 2010

http://www.dispatch.com/live/content/local_news/stories/2010/09/12/number-of-charters-jumps.html

“The last swell in new charters came in 2005, when 79 began operating. But for the past few years, the number has hovered close to 20. Last year, 13 opened statewide. Ohio now has nearly 350 of the publicly funded schools. Most are privately run.”

More Ohio Students Earn College Credit Through AP Exams—Ohio Department of Education,

September 9, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=835428882744843818>

“Ohio students are taking more Advanced Placement (AP) exams and scoring high enough to earn college credit for coursework completed in high school. Data released by the College Board show that more than 39,000 Ohio students took nearly 64,000 AP exams in the 2009–2010 school year.”

2009–2010 Report Cards Highlight District, School Achievements—Ohio Department of

Education, August 27, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=455395925696779699>

“Nearly 88 percent of school districts and more than 68 percent of school buildings received ratings of Effective or higher on this year’s report cards. Ohio saw the percentage of districts achieving a rating of Effective or higher increase from 85 percent in 2008–2009.”



ELSEWHERE IN THE NATION

Recent Education News

Federal Funds Fuel High School Improvement Plans—*Education Week*, October 28, 2010

http://www.edweek.org/ew/articles/2010/10/28/10graduation_ep.h30.html?tkn=PRPFJGG6FI07BdWy2YIYSqiaWEnImNg73UQQ&cmp=clp-edweek

“Twenty-nine states and districts [won grants last month](#) of up to \$3 million to work with schools whose dropout rates exceed their state’s average. The \$46.6 million is envisioned as the first year’s installment on five-year grants, although subsequent years’ funding isn’t guaranteed, since the grants depend on the federal budget.”

Teacher-Prep Accrediting Groups to Merge—*Education Week*, October 25, 2010

<http://www.edweek.org/ew/articles/2010/10/25/10merge.h30.html?tkn=UMXFTzYNzFjvKJnzoFp9GWBB7c98GxFW9bb&cmp=clp-edweek>

“The two national accreditation bodies for teacher education have approved plans to merge into a single organization, in what might mean a more rigorous bar for teacher preparation in the future.... Under the plans, NCATE and TEAC would be subsumed into the new organization, dubbed the Council for Accreditation of Educator Preparation, within two years.”

‘What Works’ Broadens Its Research Standards—*Education Week*, October 19, 2010

<http://www.edweek.org/ew/articles/2010/10/20/08wwc.h30.html?tkn=UOBFm6dWPpqyVtrruAhk%2FNHjqnA25PeejM1&cmp=clp-ecseclips>

“For the first time since its inception, the U.S. Department of Education’s [What Works Clearinghouse](#) is broadening its definition of “gold standard” research to include nonexperimental designs.”

Deadlines Loom on Districts’ Race to Top Plans—*Education Week*, October 11, 2010

http://www.edweek.org/ew/articles/2010/10/13/07rtt_ep.h30.html?tkn=ZOXChoTsZo2PrZ0znwydKhPRjUJv1jAxsWjZ&cmp=clp-sb-ascd

“All of the winners secured varying degrees of commitment from local school systems and teachers’ unions to help carry out their Race to the Top plans. Now the winners in the second round of the competition, which was part of the 2009 economic-stimulus package, have until Nov. 22 to submit “scope of work” plans from their school districts and other participating local education entities to the U.S. Department of Education.”

U.S. Department of Education Awards Nearly \$100 Million to Improve Academic Performance and Support Dropout Prevention—U.S. Department of Education, September 30, 2010

<http://www.ed.gov/news/press-releases/us-department-education-awards-nearly-100-million-improve-academic-performance-a>

“U.S. Secretary of Education Arne Duncan...announced almost \$100 million in grants to support state and local efforts to reform high schools and improve the educational outcomes of students.... Twenty-eight high schools will receive \$52.2 million under the Smaller Learning Communities program and 29 states and districts will receive \$46.6 million under High School Graduation Initiative program.”

U.S. Competitive Position Has Further Declined in Past Five Years, Report Says; Nation Needs Sustained Commitment to Investment in Innovation—Office of News and Public Information, September 23, 2010

<http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=12999>

“The outlook for America’s ability to compete for quality jobs in the global economy has continued to deteriorate in the last five years, and the nation needs a sustained investment in education and basic research to keep from slipping further, says a [new report](#) requested by the presidents of the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine.”

Learning-Disabled Enrollment Dips After Long Climb—*Education Week*, September 8, 2010
http://www.edweek.org/ew/articles/2010/09/08/03speced_ep.h30.html?tkn=PROFGHja00hPkwtQcPvluKAvsQ7tBxyPlkuz&cmp=clp-sb-ascd

“After decades of what seemed to be an inexorable upward path, the number of students classified as learning-disabled declined from year to year over much of the past decade—a change in direction that is spurring debates among experts about the reasons why. The percentage of 3- to 21-year-old students nationwide classified as having a “specific learning disability” dropped steadily from 6.1 percent in the 2000–01 school year to 5.2 percent in 2007–08.”

U.S. Secretary of Education Duncan Announces Winners of Competition to Improve Student Assessments—U.S. Department of Education, September 2, 2010
<http://www.ed.gov/news/press-releases/us-secretary-education-duncan-announces-winners-competition-improve-student-asse>

“The grant requests, totaling approximately \$330 million, are part of the Race to the Top competition and will be awarded to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC) in the amounts of approximately \$170 and \$160 million respectively.”

State Group Piloting Teacher Prelicensing Exam—*Education Week*, August 30, 2010
<http://www.edweek.org/ew/articles/2010/09/01/02license.h30.html?tkn=RyRFua6cy8i0Rqg9byTM7aGGiq1Y8fPJUP4K&cmp=clp-edweek>

“Education programs across 19 states are piloting a performance-based assessment for teacher-candidates that potentially could serve as a common prelicensing measure for new teachers.”

Resources

This section provides current resources and research available from regional comprehensive centers, national content centers, regional educational laboratories, and other technical assistance providers.

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Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success—ACT, 2010

<http://www.act.org/research/policymakers/pdf/MindTheGaps.pdf>

"[This report describes] the current state of college readiness of high school students and examine[s] the contributions of pre-college indicators to improving college success specifically among underrepresented racial/ethnic minority students and students from lower-income families."

Districts Developing Leaders: Lessons on Consumer Actions and Program Approaches From Eight Urban Districts—The Wallace Foundation, October 2010

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/districts-developing-leaders.aspx>

"This report...looks at efforts in eight Wallace-supported districts to revamp university leader preparation programs."

International Benchmarking: State Education Performance Standards—American Institutes for Research, October 2010

http://www.air.org/files/AIR_Int_Benchmarking_State_Ed__Perf_Standards.pdf

"This report uses international benchmarking to examine the *expectations gap* between what students are expected to learn in some states and what students are expected to learn in others."

Patterns of Student Mobility Among English Language Learner Students in Arizona Public Schools—REL West, October 2010

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=236>

"[This study] looked at three types of student mobility to determine what proportion of Arizona public school students and English language learner students are mobile, whether mobility varies by education level, whether mobility is greater within or between districts, and how district size is related to mobility rates within and between districts."

Managing Educator Talent: Promising Practices and Lessons From Midwestern States—Learning Point Associates, September 2010

http://www.learningpt.org/pdfs/MET_Promising_Practices_Regional.pdf

"This analysis contends that significant and sustained improvements in teacher and principal effectiveness will be achieved only if all key policies across the educator career continuum are addressed in a cohesive, aligned, and strategic manner. Learning Point Associates has identified the key policies and actions that together determine the level of effectiveness of an educator throughout his or her career. Managing Educator TalentSM refers to the components of the educator career continuum that must be addressed in a coherent manner to maximize the effectiveness of all educators."

Early Warning System Implementation Guide—National High School Center, September 2010

<http://www.betterhighschools.org/documents/NHSCEWSImplementationGuide.pdf>

“This Early Warning System (EWS) Implementation Guide is a supporting document for schools and districts that are implementing the National High School Center’s Early Warning System (EWS) Tool v2.0.... The guide and tool support the establishment and implementation of an early warning system for identifying and monitoring students who are at risk of dropping out of high school.”

Pathways for State-to-District Assistance in Underperforming School Districts—Center for American Progress, September 2010

http://www.americanprogress.org/issues/2010/09/levers_for_change.html

“This paper begins by briefly identifying the phases of state-to-district assistance from the time of the publication of the seminal report by the National Commission on Excellence in Education on our nation’s educational failures, “A Nation at Risk,” in 1983 to the present. Since then, in each successive phase of reform, state departments of education have had to assume greater responsibility for school and district underperformance. The paper then highlights what we’ve learned from this national experience by examining the educational, organizational, and political aspects of state-to-district assistance. It provides the platform for learning from and avoiding the recurring examples of unsuccessful practices.”

Next Generation Charter Schools: Meeting the Needs of Latinos and English Language Learners—Center for American Progress, September 2010

http://www.americanprogress.org/issues/2010/09/pdf/charter_schools.pdf

“This report considers the role—both current and future—that charter schools have in the education of Latinos and ELLs. It examines how both the large growth of the Latino and ELL student population and the potential expansion of charter schools will influence the educational landscape.”

Do States Have Certification Requirements for Preparing General Education Teachers to Teach Students With Disabilities? Experience in the Northeast and Islands Region—REL Northeast and Islands, August 2010

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=238>

“This report on teacher certification requirements in the Northeast and Islands Region finds that eight of the nine jurisdictions require some coursework in teaching students with disabilities for initial licensure of general education teachers.”

On the Road to Implementation: Achieving the Promise of the Common Core State Standards—Achieve, August 2010

<http://www.achieve.org/files/FINAL-CCSSImplementationGuide.pdf>

“[This guide] seeks to identify the key areas that state policymakers will need to consider to implement the new standards with fidelity. [It] is organized by topic with short chapters. It is not meant to be an exhaustive review or a checklist of all the issues that states and districts will need to consider as they move from adoption of the CCSS to implementation. Rather, it is meant to be the starting point from which state and district leaders and their allies can organize and begin the necessary discussions around key topics to successfully implement the standards.”

Where Do English Language Learner Students Go to School? Student Distribution by Language Proficiency in Arizona—REL West, August 2010

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=237>

“This technical brief analyzes Arizona’s 2007/08 student-level data to determine how concentrations of ELL students vary across its schools and vary by the school characteristics.”

State Growth Models for School Accountability: Progress on Developing and Reporting Measures of Student Growth—Council of Chief State School Officers, June 2010

http://www.ccsso.org/Documents/2010/State_Growth_Models_2010.pdf

“This paper is an overview and description of current state activities with growth models.”

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Calendar of Events

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

November 2010

Date:	November 18	Topic:	Using RTI to Improve Achievement for English Language Learners (an audio recording will be available online after the event)
Location:	Washington, DC		
Format:	Symposium	Audience:	Researchers, policymakers, and practitioners
		Sponsor:	American Institutes for Research

December 2010

Dates:	December 2–4	Topic:	2010 Annual Convention and Career Tech Expo
Location:	Las Vegas, NV	Audience:	Teachers, students, counselors, administrators, business and industry in business, career and technical, and workforce development education
Format:	Conference	Sponsor:	Association for Career and Technical Education
Dates:	December 4–8	Topic:	NSDC's 42nd Annual Conference: Dream, Dare, Do
Location:	Atlanta, GA	Audience:	Staff developers, coaches, and administrators
Format:	Conference	Sponsor:	National Staff Development Council (now Learning Forward)
Dates:	December 6–8	Topic:	Training of Trainers Institute "What's Different About Teaching Reading to Students Learning English?"
Location:	Washington, DC	Audience:	Professional developers
Format:	Training	Sponsor:	Center for Applied Linguistics
Dates:	December 13–14	Topic:	Supporting State Efforts to Design and Implement Teacher Evaluation Systems
Location:	Denver, CO	Audience:	Regional comprehensive center teams
Format:	Workshop	Sponsor:	National Comprehensive Center for Teacher Quality

January 2011

Dates:	January 19, 12:30–2 p.m.	Topic:	Programs and Practices for Effective Sheltered Content Instruction (free registration required)
Location:	Online	Audience:	Regional comprehensive centers, state education agency staff, English language learner educators, administrators, policymakers, and school and district teachers and administrators
Format:	Webinar	Sponsor:	SchoolsMovingUp, California Comprehensive Center
Dates:	January 31–February 1	Topic:	Symposium on Teacher Induction: Teacher Talent=Student Success
Location:	San Jose, CA	Audience:	Individuals who work with beginning teachers, district or state induction programs, researchers, policymakers, and others interested in ways to support beginning educators
Format:	Symposium	Sponsor:	The New Teacher Center

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