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About Us



The [Urban Special Education Leadership Collaborative](#) is a network of special and general education leaders working together to improve outcomes for students with disabilities in the nation's urban schools.

Spring Meeting Registration 2010 - Louisville, KY



Registration is Now Open!

Our Spring Meeting will be held in Louisville, Kentucky, April 21-24. The primary topical focus of the meeting is: "Engaging the Disengaged and Non-Traditional Learner: Alternative Pathways to School Success". We will be examining alternatives to traditional offerings in order to engage students, who, although still enrolled in school, have disconnected from much of what their schools and/or classes are offering. Although this includes alternative schools, the topic also focuses on innovative programs and models (e.g., virtual learning, community based-programs, fine or performing arts programs, "schools within schools") that have proven to motivate students, particularly those with disabilities, to remain in or re-enter school, successfully graduate and improve their academic performance. The meeting promises to be a very rich learning experience and will offer numerous opportunities for participants to share, as well as learn about alternative pathways for diverse learners.

Call for Presentations

A call for presentations will be sent to our members shortly. If your school district has adopted and implemented innovative and successful programs as described above, we hope you will submit a proposal for a presentation.

Keynote Speaker Announced



We are delighted to announce that Dr. Ted Price, Assistant Professor in the Department of Educational Leadership Studies at West Virginia University, will be our keynote speaker for the Spring Meeting. Dr. Price has been in the field of education for over forty years, during which time he has authored more than twenty articles, been asked to keynote several conference addresses, and conducted numerous workshops/seminars throughout the United States in regards to: school leadership, working with at-risk youth, and school reform in education. Dr. Price served in numerous educational administrative positions, including as a Superintendent of Schools in Virginia. Most recently he held the position of Assistant Superintendent of Education for the Orange County (California) Department of Education, where he was responsible for programs and services for alternative education students: at-risk, delinquent, incarcerated, dropouts, special education, and home-schooled youth and adults. Currently, Dr. Price serves as a consultant to the U.S. Department of Justice and to school districts and county educational agencies across the country. He is also an Advisory Board member to the National Delinquency Task Force for Adjudicated and Delinquent Youth and is Past-President of the International Correctional Education Association.

Events

A New Day: We're Listening

In early 2010, the U.S. Department of Labor's **Office of Disability Employment Policy** and its federal partners will hold a series of six listening sessions across the country on disability employment. Each listening session is an opportunity for members of the public to provide input to senior federal officials on their ideas for more effective ways to employ women, Veterans and minorities with disabilities and what is currently working in their regions to increase employment of people with disabilities. ODEP seeks input particularly from:

- **Individuals and Consumers:** youth and adults with disabilities, parents and caregivers.
- **Employers:** public and private
- **Employment Services and Partners:** Independent Living Centers, One-Stops, State Vocational Rehabilitation Programs.

Listening sessions will be held in Dallas, Philadelphia, Chicago, San Francisco, Atlanta, and Boston. For more information, go to: <http://www.dol.gov/odep/disabilitylisteningtour.htm>

Resources

Growth Models and Students with Disabilities: Report of State Interviews

The [National Association of State Directors of Special Education](#) has published, through [Project Forum](#), a report entitled **Growth Models and Students with Disabilities: Report of State Interviews**. It is a policy analysis that provides a brief background on accountability requirements from the Elementary and Secondary Education Act (ESEA) and the assessments states use to meet this requirement, as well as a comparison between the status model for determining performance levels and the growth models. Further, a description of three types of growth models that states in a federal pilot program use is given. A summary of the evaluation of this pilot program is provided as well. Fifteen states with approved growth models as part of their accountability system were interviewed. Findings are organized around the following topics:

- Special education staff involvement in the development of growth models;
- How students with disabilities are included in the growth models;
- Training provided on growth models;
- Reporting of growth model results; and
- Benefits and challenges of a growth model.

The document closes with a discussion of the complexity of adding a growth model to a state's accountability and assessment system; obstacles to including students who participate in alternate assessments based on alternate academic standards in a growth model; and progress in instruction and assessment for this population of students that could ease these obstacles. A copy of the report can be [downloaded here](#).

"What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities" Webinar

On December 8, 2009, the [National High School Center](#) hosted a Webinar entitled: "What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities". This Webinar presented findings from a report done by the Consortium on Chicago School Research (CCSR) at the University of Chicago and the National High School Center which found that factors such as freshman year absences, course failures, course credits and GPA can be used to accurately predict whether ninth-graders with disabilities graduate from high school. Participants also discussed graduation rates and on-track indicators for students with disabilities as well as how to put an early warning system in place using these indicators. Presentation materials and recorded playback can be found at: <http://www.betterhighschools.com/webinar/default.aspx>

Inclusive Schools Network



Help ISN Identify Websites and Tools that Promote and Support Inclusive Education

The Inclusive Schools Network is always looking for new and interesting resources to add and discuss on our website. If you have any suggestions for a particular resource that you would like to see featured on the ISN website, email your

suggestions to inclusiveschools@edc.org. We also encourage you to share your thoughts about these resources on our discussion forum, at: <http://inclusiveschools.org/forum>.

To visit the Resources section of the ISN website, [click here](#)

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