

*"Making connections  
to achieve systems change"*

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# e-News



## *North Central Regional Resource Center*

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### **NCSEAM Part C Family Survey Call**

The National Center for Special Education Accountability Monitoring (NCSEAM) is hosting a conference call on the Part C Family Survey on June 6, 2006 at 1:00 – 2:00 p.m. EDT. The purpose of the call is to provide information about the use of data from the NCSEAM Part C Family Survey including: analysis and reporting of survey data; response to indicator 4 A, B, and C; and using the data to inform policy. Dr. Batya Elbaum will assist state Part C lead agencies in their use of data from administration of the NCSEAM Part C Family Survey (Indicator 4). The number to dial in is 1-800-296-6500 and the access code is 224337. For additional information, contact Lisa L. Persinger, NCSEAM, at [Lpers1@lsuhsc.edu](mailto:Lpers1@lsuhsc.edu).

### **Nation's Report Card – Science 2005 Results Now Available**

The [National Assessment of Educational Progress \(NAEP\)](#) 2005 science assessment results were released today. The report card details national performance at grades 4, 8, and 12 and state performance for most states at grades 4 and 8. Students with disabilities made significant progress in grades 4 and 8 in 2005 relative to previous assessment years. Follow the link above to get the full results. Dr. Peggy G. Carr, Associate Commissioner, Assessment Division, NCES, will be online to discuss the findings at 2:00 p.m. EDT on May 24, 2006. [Click here to chat with Dr. Carr.](#)

### **Web Seminar on Dropout Prevention**

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) is hosting its first web seminar, [\*Dropout Prevention and Youth with Disabilities: What the Research Says Really Works\*](#), on May 25, 2006 at 12:00 noon – 1:30 p.m. EDT. Dr. Brian Cobb, Professor and Associate Dean in the College of Applied Human Sciences at Colorado State University, will present research and evidence-based practices on instructional interventions that help prevent secondary-aged youth with disabilities from dropping out of school or engaging in activities that correlate with dropping out. The event is intended for representatives of state education agencies, school based leadership teams, classroom and special education teachers, central office and building level leadership, parent leaders, and policymakers. The web seminar is free to the first 100 participants to register. For more information about the event and how to register, click on the link above.

### **Wisconsin Post High School Survey Tool Kit for LEAs**

The Wisconsin Department of Public Instruction (DPI) recently launched its [Post High School Outcomes Survey \(WPHSOS\)](#) website. This dynamic website provides both State Education Agencies (SEAs) and Local Education Agencies (LEAs) a framework to conduct outcomes studies, identify critical outcomes and needs, and improve the post high school outcomes of future students. The online tool is especially designed to provide LEAs with the method and tools to conduct their own local outcomes survey in a time efficient and cost effective manner. A unique feature of the tool is that reports can be generated on the “fly”—allowing users to view summary data in “real time”. In addition, users can opt to compare results to state, local, and national data. To access the tool, follow the link above.

### **Ohio's Integrated Systems Model for Improving Student Achievement**

The Ohio Integrated Systems Model (OISM) for Academic and Behavior Supports is a comprehensive school-wide prevention & intervention model that provides support systems which address both academic and behavioral needs of all students. The OISM was developed to assist school administrators and educators assess students, implement school-wide educational and behavioral foundations, provide intervention strategies and progress monitor to enhance student success in school and reduce the number of students referred for intensive interventions and possibly special education services. This integrated systems model is widely used in Ohio; since the implementation of the model the state has seen a rise in student achievement, a closing of achievement gaps, and improvement in overall school climate.