Urban Collaborative Recommendations
Quarterly Report 8
March 26, 2015

Jennifer Traufler,
Executive Director, Student Services

Betsy Minor Reid
Director, Student Services
Urban Collaborative Report

- **Who**: Urban Collaborative Team—External experts
  Study Session February 21, 2013
- **Why**: Poor outcomes for students with disabilities
- **What**: 18 recommendations with emphasis on implementing multi-tier system of supports and inclusive education
Key Data Findings

- 65% Graduation rate for students with disabilities
- 43% of students with disabilities are not attending their neighborhood schools (Spring 2012)
- 44% of students spend 80% or more of their day in general education classes

Source: Urban Collaborative Report
May 2013
Recommendations - Quick Reference

1. Developmental Delay Data
2. Embed Common Core State Standards (CCSS) in Multi-tiered System of Supports (MTSS) Framework
3. Multi-tiered System of Support (MTSS)
4. Inclusive education
5. Time out logs
6. Postsecondary transition
7. Student Services reporting
8. Student Services organization
9. Staffing ratios
Recommendations- Quick Reference

10. English Language Learners (ELLs)
11. Materials and Assistive Technology (AT)
12. Professional Learning
13. Electronic IEP system
15. Fiscal Considerations
16. Parent Involvement
17. Accountability
18. Student Data
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<th>Urban Collaborative Recommendations</th>
<th>Strategic Plan Alignment</th>
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<td>1 DD data</td>
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<td>2 CCSS in MTSS framework</td>
<td>Academic Excellence</td>
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# Timeline At-A-Glance

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<th>Recommendations</th>
<th>14-Sep</th>
<th>14-Dec</th>
<th>15-Mar</th>
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<td>A. leadership</td>
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<td>B. Planning</td>
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<td>C. Professional development</td>
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<td>4. Inclusive Education</td>
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<td>A. Define Inclusive education</td>
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<td>B. Provide models</td>
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<td>C. Implementation of Inclusive Education</td>
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<td>D. Communication with Parents/Community/Guardian</td>
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<td>E. Ongoing Professional Learning</td>
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Action to Date: Focused Schools

- Arlington
- Blix
- Delong
- Downing
- Fawcett
- Manitou Park
- Mann

- Reed
- Sherman
- Whitman
- First Creek
- Stadium, AND...
Schools added in 2014-2015

- Bryant
- Edison
- Franklin
- Grant
- Jefferson
- Larchmont
- McCarver

- NE Tacoma
- Roosevelt
- Mason
- Truman
- Mt. Tahoma
Two Years; Eight Reports

May, 2013

- Conducted 14 informational meetings; 351 participants
- Planning: professional learning opportunities; awareness, consensus

March, 2015

- Instructional Coaches support 24 schools (12)
- Action!
  - Student Services coaches facilitating over 70 professional learning communities (12)
  - Implementing 60 behavior intervention plans so students remain in their schools (3)
Two Years; Eight Reports

May, 2013

- Nine Stakeholders Meetings (12)
- Seven Student Services Advisory Council Meetings (16)
- Creation of inclusive preschools (4)
- Adjusted staffing, schedules with OT/PT/SLP (9)
- Developed clear process for time-out logs, with a review process (5)

March, 2015
Two Years; Eight Reports

May, 2013

March, 2015

- Presented at four national Urban Collaborative Conferences (12)
- Conducted 10 learning community events for teachers of students with behavior needs (12)
- Created an Inclusion, Differentiation, Multi-tier System of Support (MTSS) professional development series, completing 8/10 classes (12)
Two Years; Eight Reports

May, 2013

March, 2015

• Conducted review of Community Based Transition, implementing initial recommendations in 2014-2015 (6)
• Partnered with technology to offer a data collection pilot in over 25 schools (18)
• Hosted an Inclusive Gallery Exhibit in partnership with community partner, Pierce County Coalition (PC2), with over 200 participants attending (4)
Two Years; Eight Reports

- **District**
  - Created Director of Student Information Systems and Enrollment Services (18)
  - Partnerships (3, 9, 11, 15):
    - Human Resources
    - Teaching and Learning
    - Budget and Finance
    - Technology
    - Student Life
    - Planning and Construction
    - Enrollment Services
Data: STAR Results

STAR Reading - District 2nd grade

- Spec Ed:
  - Sept: 15%
  - Jan: 36%

- Gen Ed:
  - Sept: 40%
  - Jan: 66%
DRA: 2nd Grade

2nd Grade DRA

Oct, 2014: 13.3
Feb, 2015: 15.2
Data: SRI – Middle Schools

Average Lexile Scores - Cohort, 6th to 8th

Bryant, Stewart, First Creek, Truman, Meeker, Mason, Gray, Baker, Jason Lee, Giaudrone

2013 vs 2015
Data: SRI – Middle Schools (convert to grade levels)

Cohort Grade Level Comparison - 6th to 8th

- Bryant
- Stewart
- First Creek
- Truman
- Meeker
- Mason
- Gray
- Baker
- Jason Lee
- Giadrone

![Bar chart showing cohort grade level comparison between 6th and 8th grades for different middle schools.](chart.png)

- 6th Grade
- 8th Grade
Data: Graduation

Graduation Rate

Year | Graduation Rate
---|---
2010 | 37.3
2011 | 40.2
2012 | 61.2
2013 | 45.5
2014 | 56.3
Data: Rigorous Courses

District Rigorous Courses

- 2013: 0.7%
- 2014: 5.8%
- 2015: 8.7%
Least Restrictive Environment
2012-2014

2012: 44.6
2014: 50.92
Least Restrictive Environment

79.7%
LRE: Boze

Boze Elementary LRE

- 0-39%: 45.72%
- 40-79%: 61.90%
- 80-100%: 35.70%
LRE: Meeker
LRE: Mt. Tahoma

Mount Tahoma LRE

<table>
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<th>Percentage Range</th>
<th>LRE Value</th>
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<td>0-39%</td>
<td>26.02%</td>
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<tr>
<td>40-79%</td>
<td>51.75%</td>
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<tr>
<td>80-100%</td>
<td>25.40%</td>
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Data: Not Attending Neighborhood Schools

- January 2012: 43%
- February 2015: 11.52%
Data: Attending Neighborhood Schools

- January 2012: 57%
- February 2015: 88.48%
Action to Date

- Hosted 10 “Teacher Voice” sessions (3, 12)
  - Elementary and secondary participation
  - General themes:
    - Flexibility yields results
    - No more my kid/your kid – OUR kids
    - Want more professional development
    - Behavior, Co-Teaching, Differentiation, Data Collection/Progress Monitoring
    - Inclusion conferences well received – want more people to hear the message
Action to Date

- Teacher Voice, continued
  - Develop common understanding of learning targets
  - Staff to accomplish inclusive model
  - Clarify para roles
  - Share expectations
  - Align inclusion hours similar to tech hours for district optional days
  - Collaborate more
Action to Date

• Multi-tier System of Supports (3):
  • Collaboration with:
    • Teaching and Learning
    • Curriculum and Instruction
    • Title/LAP
  • Developing District Level Team
  • Team will create Action Plan
• 2015-2016 Staffing Ratios (9)
  • Build capacity for inclusive services; co-teaching models
Next Steps

- Least Restrictive Environment (4)
- Co-Teaching (4)
- Third Annual Inclusive Practices Conference: Differentiation for Achievement (4, 12)
  - Co-sponsored by Student Services and Curriculum and Instruction
  - Two day event:
    - Day 1: Trainer of Trainers with Principals and Coaches
    - Day 2: Open session for all staff
“As our team highlighted in its report, improving outcomes for students with disabilities requires the proactive and respectful engagement of all stakeholders – policy makers, district and building leaders, classroom and special education teachers, para-educators, parents, community partners, and students. The two-year report to the school board reflects the Tacoma Public School’s ongoing system’s commitment to aligning its multiple efforts in a strategic, data-driven, and persistent manner...
...the effectiveness of these efforts is undoubtedly being realized...Systems change is a journey and, to the benefit of all of its students, the Tacoma Public Schools is well on its way.”

David Riley
Executive Director
Urban Collaborative
Future Reporting

- June 11, 2015
- September 24, 2015
- December, 2015

Quarterly reports will be posted on district website and social media, communicated with all staff and provided to advisory and stakeholder committee members.