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-tier 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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Action To Date

The following slides summarize actions taken to date since the last quarterly report presented on March 26, 2015. Each action is aligned with the correlating recommendation, i.e. Rec. 4-Inclusive Education.
Neighborhood Schools (Rec. 4)

- Expanding preschool classes to Whitman and Hoyt
- Opening self-contained classes at Boze, Lister, and Stadium
  - Stadium is currently the only comprehensive high school that does not have provide services to neighborhood students in need of a self-contained class
- Hiring staff
- Ordering materials and equipment
Least Restrictive Environment (LRE)-(Rec. 4)

- Participation in General Education Classes
  - Collaboration with Human Resources and Budget, developed multi-year budgeting plan to support financial capacity
  - Advocacy for changes at the state level on funding to support increased access in general education; at present time the state funding model decreases funding to districts as student time in general education increases
Co-Teaching (Rec. 4 & 12)

- Co-Teaching 2-day training at Puget Sound Educational Service District with national expert, June 25-26
  - Partnering in support of 10 schools and 75 staff, attending in teams
  - On-going professional development designed and scheduled for follow-up support
  - In process of hiring an instructional coach to support job-embedded professional development
  - Expanding number of co-taught classes for 15-16
Third Annual Inclusive Practices Conference (Rec. 4 & 12)

- “Differentiation for Achievement”
- August 19, 2015 – Trainer of Trainers for principals and coaches
- August 20, 2015 open for all district staff
- Partnership: Student Services, Curriculum and Instruction; Career Tech and Counseling
- Speaker: Cindy Strickland, ASCD Consultant
Partnership: Curriculum and Instruction and Student Services (Rec. 3)

- Principal and Coach training
- May 29, 2015
- Co-facilitated
- Multi-Tiered System of Support (MTSS)
Scheduling for Intervention (Rec. 2)

- Increase in the number of buildings implementing a master schedule to support tiered interventions (Recommendation 2 - Embed Common Core in a MTSS Framework and Recommendation 4 - MTSS)
Preschool Peer Models (Rec. 4)

- Creating additional peer model slots in preschool classes
- Total of 252 slots available September 2015
- 178 preschoolers signed up to date
- 74 slots current open
Next Steps-Summer 2015

- Provide professional development
  - Co-Teaching Professional Development (4 & 12)
  - 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
Next Steps (continued)

- Continued collaboration on user-friendly data systems for accurate reporting to monitor student progress aligned with district benchmarking and at-risk factors (18)
- Finalize classroom set up and hiring for new classes (4)
- Advertise and register peer models for inclusive preschool (4)
Future Reporting

- September 10, 2015
- December 10, 2015
- March 10, 2016
- June 9, 2016

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