Urban Collaborative Recommendations
Semi-Annual Report
April 26, 2018

Jennifer Traufler
Assistant Superintendent
Student Support Services
Timelines At-A-Glance

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“Let’s stand back as if it is 10 years from now and look at it from that perspective!”
Action: Professional Development (Rec. 4, 12)

- PLNs – Professional Learning Networks
  - Monthly sessions for special education teachers, facilitated by Instructional Facilitators and Admin team
- BEST Grant sessions with mentor support for new special education staff
- Summer and 18-19 planning
Action: English Language Learners (Rec. 10)

Joint Professional Development Objectives:

▪ learn ways to distinguish language difficulty and learning disability
▪ gain an understanding of second language acquisition and how to address the learning needs of English Learners
▪ be given practical tools for assisting ELs in gaining language skills
▪ obtain specific strategies to support ELs in a special education setting
▪ create and plan opportunities to collaborate instructional services for ELs
Action: Materials and Assistive Technology (Rec. 11)

Why:
- Support access and promote student learning
- 43% of special education teachers voice need for updated and comprehensive instructional materials

How:
- Created an inventory and visited classrooms
- Vetted materials with vendors and teachers
- Reviewed data and discussed with other districts
- Developed a prioritized plan for short term and long term

“`If you always do what you always did, you will always get what you always got.”`

-Albert Einstein
Data: Implementation of Inclusive Practices (Rec. 4, 18)

Spends 80-100% of the Day in the General Education Setting

- 2018: 57.6%
- 2017: 56.1%
- 2016: 54.2%
- 2015: 50.2%
- 2014: 48.7%
- 2013: 45.6%
- 2012: 44.6%

State Target: 52.25%
State Average: 54.35%
District 2017: 56.07%

Goal: 65%
Data: Implementation of Inclusive Practices (Rec. 4, 18)

Percent of Students in 80-100% General Education setting by Level (Elementary/Middle/High)

Goal Line 65%
Data: Implementation of Inclusive Practices (Rec. 4, 18)

Co-Teaching Classrooms

- **School Goal - 14**
  - 2018: 15
  - 2017: 13
  - 2016: 10
  - 2015: 7

- **Class Goal - 188**

Legend:
- Schools
- Classrooms
- Goal Line for Schools
- Goal Line for Classes
Data: Implementation of Inclusive Practices (Rec. 4, 18)

Co-Teaching Classrooms

STUDENT GOAL - 1880

Axis Title

2018
2017
2016
2015

Classroom
Students
Goal Line for Schools
Goal Line for Classes

"We lead when we see what could be."
Data: Academic Rigor Benchmark (Rec 4, 17)

Students Taking One or More Courses of Rigor in the High School, Running Start, AP, IB
(Data as of the end of 1st Semester)
District Goal by 2018: 35% (Grades 11 & 12)

- 2018: 27.6%
- 2017: 24.4%
- 2016: 12.7%
- 2015: 8.5%
- 2014: 5.2%

Students with Disabilities
Key Findings

- TPS continues to improve the access of students with disabilities participating in general education classes, at the highest level on record for the District.
- Co-Teaching is improving opportunities for more students to access more rigorous curriculum.
- TPS juniors and seniors with disabilities are accessing AP, IB, College in the High School and Running Start at record levels.

“Records are made to be broken.”
Next Steps (Rec. 2, 3, 4, 11, 12, 17, 18)

- Professional Learning Networks ongoing work, focus on data and effective instructional practices
- Purchase and implementation of new materials in developmental and autism classrooms, with supporting professional development
- Special education staff participation in K-12 alignment of standards work
- Monitoring implementation of Intervention Framework for K-5 reading and development of 6-12 ELA
- Communication of data with buildings (on-going) and partnership with DART

“Success seems to be connected with action. Successful people keep moving. They make mistakes but they don’t quit.”

--Conrad Hilton, Hotel Executive
Future Reporting

- **October 2018**

Semi-annual reports will be posted on district website for staff and public access.

[https://www.tacomaschools.org/se/Pages/Urban_Collaborative.aspx](https://www.tacomaschools.org/se/Pages/Urban_Collaborative.aspx)
Appendix
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

Key Findings

- 80% or more in Gen Ed Classes
  - 2015: 50.2%
  - 2012: 44%

- Attending Neighborhood Schools
  - 2015: 88.5%
  - 2012: 57%

- Grad Rate, Stud with IEP's
  - 2015: 59.7%
  - 2012: 65%
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
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Academic Intervention

Tier 1

Instruction of all students with the core curriculum

Tier 2

Instruction of some students, core curriculum + strategic interventions

Tier 3

Instruction of few students, core curriculum + intensive interventions
Action: Inclusive Practices (Rec. 4)

- Every Student. Every Day.
- All students have access to all services in the school
- Services for students with disabilities are defined by each student’s specific needs
- Services in neighborhood school
- Every child receives the support he/she needs
Action: Why Inclusion Is Important for Tacoma (Rec. 4, 12)

- Families’ vision of a typical life for their children can happen
- Children develop positive understanding of themselves and others in neighborhood school
- Friendships develop with neighborhood peers
- Children learn important social skills
- Higher academic achievement for all students
- Students learn from each other
Definition of Co-Teaching

Co-Teaching is a service delivery option…

● where two or more professionals with equivalent licensure and employment status…

● share instructional responsibility and accountability for a single group of students for whom they both have ownership…

● in a single shared classroom or workspace…

● to appropriately provide access to common content standards.