Urban Collaborative
Recommendations
Quarterly Report 4
March 13, 2014

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
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
<table>
<thead>
<tr>
<th>Urban Collaborative Recommendations</th>
<th>Strategic Plan Alignment</th>
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<tbody>
<tr>
<td>1        DD data</td>
<td>Early Learning</td>
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<tr>
<td>2        CCSS in MTSS framework</td>
<td>Academic Excellence</td>
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<td>3        MTSS</td>
<td>Academic Excellence, Early Learning</td>
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<td>4        Inclusive Education</td>
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<td>5        Time out logs</td>
<td>Safety</td>
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<td>10 ELLs</td>
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<td>14 Special Education manual</td>
<td>Academic Excellence, Partnerships</td>
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<td>18 Student data</td>
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# Timeline At-A-Glance

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<tr>
<th>Recommendations</th>
<th>13-May</th>
<th>13-Sep</th>
<th>13-Dec</th>
<th>14-Mar</th>
<th>14-Jun</th>
<th>14-Sep</th>
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<td>3. MTSS</td>
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  A. leadership   |        |        |        |        |        |        |        |        |
  B. Planning     |        |        |        |        |        |        |        |        |
  C. Professional development |        |        |        |        |        |        |        |        |
Action to Date: Focused Schools

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

- Reed
- Sherman
- Whitman
- First Creek
- Stadium
Focused Schools – Total Minutes
Targeted Schools – Total Minutes
Coach – Hours by Month

![Bar Chart: Coach Hours by Month]

- The chart shows the number of hours each coach worked throughout different months.
- Each coach (COACH 1 to COACH 5) has a distinct color for each month (SEPT, OCT, NOV, DEC, JAN, FEB).
- The vertical axis represents the number of hours, ranging from 0 to 150.
- The horizontal axis lists the coaches.
Coach Example: Data Determines Direction
Data: Least Restrictive Environment (LRE) – 80-100% (Rec 4)
Data: Least Restrictive Environment – 0-39% (Rec 4)
Data: Reed Elementary (Rec 4)
Data: Giaudrone Middle (Rec 4)
Data: Lincoln High (Rec 4)
Data: Neighborhood School *(Rec 4)*

- Not attending neighborhood school

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<th>2011-2012</th>
<th>2013-2014</th>
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<tr>
<td></td>
<td>43%</td>
<td>7.5%</td>
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Data: Neighborhood School (Rec 4)

- OR stated another way, those attending neighborhood schools

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<td>57%</td>
<td>92.5%</td>
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Data: Neighborhood School (Rec 4)

- Added services, i.e. Crescent Heights
- Changed location of TLCs
  - Added two classrooms
  - Create regional locations
  - Re-assigned services previously offered at Park Avenue
- Collaborated with families to transition their student to neighborhood school
- Improved data to reflect accuracy (recommendation 18)
- Over a 2-year period of time
Data: Rigorous Coursework (Rec 4)

- 25 students taking AP, IB or college in the high school
  - Lincoln
  - Foss
  - Stadium
  - SAMI
Action to Date

- Partnership with Curriculum and Instruction (Rec 2)
- Implementation of Springboard core curriculum and teacher cadre team
- Co-Teaching at Meeker and Truman
Action to Date

- Inclusive Conference – Seattle (Rec 12)
- Supporting 27 participants with substitutes to attend
- Participants attending as teams from schools
  - Eight schools represented
Action to Date

- Technology partnership (Rec 11)
- Smart Table pilot project
  - Maintained data; results surpassed expectations
  - Supports student engagement, curriculum enhancement
  - Transfer of skill displayed on Smart Table into other environments
Action to Date

• Technology partnership (Rec 11)
• Tablet project with middle school
  • Small sample
  • Students rated tablets for use
  • Demonstrated more time on task
  • Preference for tablets with keyboard capability
Action to Date

- **Student Services Advisory Council (Rec 16)**
  - Two meetings held – Jan/Feb, 2014
  - Will conduct monthly meetings
  - Focus – form Council and determine roles and responsibilities
  - Advisory role
  - Predominantly parent/community members
Action To Date - Summary

- Inclusive Conference
- Curriculum and Instruction Partnership
- Student Services Advisory Council
- Stakeholders Meetings
- Pierce County Partnership
- Metro Parks Partnership
Action to Date

- Stakeholder Meetings, almost monthly (Rec 12)
- Action:
  - Clarify roles and responsibilities of Student Services Advisory Council versus Stakeholders
  - Outlined expectations and need for Multi-tiered Systems of Support, Differentiation, Inclusion
  - Plan for future professional development
  - Predominantly educator/community members
Action to Date

- Pierce County Partnership with Community Based Transition (Rec 6)
- Opportunities for 18-21 year old interns attending CBT
- Experience adult opportunities for recreation, networking with community groups and supports
Action to Date

- Partnership with Metro Parks (Rec 6)
- Modeling opportunities for healthy recreation opportunities
- Providing opportunity for interns to connect with community members, supporting transition to community
Next Steps - Summary

- Neighborhood Schools
- Data collection system
- School selection 2014-2015
- Professional Development
Next Steps

- Neighborhood schools *(Rec 4)*
  - Increase services at secondary level
  - Preschool expansion
Next Steps

• Partnership with data systems: (Rec 18)
  • To calibrate work in schools
  • To measure specific student progress
Next Steps

- Coach assignments and responsibilities for 2014-2015 (Rec 12,2,3,4)
  - Continued support with existing schools
  - Reaching out to potential next schools
  - Criteria:
    - Expand/create Multi-Tier Systems of Support;
    - Create Professional Learning Communities to support students with disabilities in general education classrooms;
    - Expand knowledge in differentiation
    - Full implementation of data systems
Next Steps

• Stakeholders (Rec 12, 2, 3, 4)
  • Continue with district training plan
    • Create a trainer of trainers model
    • Create differentiation/inclusion modules for elementary, secondary levels
    • Establish system for feedback on modules for general education populations.
Next Steps

- Professional Development Planning (Rec 12)
- Second Annual Inclusive Conference
- Differentiation Focus
Future Reporting

- June 12, 2014
- September, 2014
- December, 2014
- March, 2015

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