Urban Collaborative Recommendations
Quarterly Report 6
September 25, 2014

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Executive Director, Student Services
Cara Douglas
Instructional Coach, 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
  - Update data here

- 43% of students with disabilities are not attending their neighborhood schools (Spring 2012)
  - Update data here

- 44% of students spend 80% or more of their day in general education classes
  - Update data here
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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<tr>
<th>Urban Collaborative Recommendations</th>
<th>Strategic Plan Alignment</th>
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<td>1. DD data</td>
<td>Early Learning</td>
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<td>2. CCSS in MTSS framework</td>
<td>Academic Excellence</td>
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<td>3. MTSS</td>
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<td>18 Student data</td>
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# Timeline At-A-Glance

<table>
<thead>
<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>
<th>14-Dec</th>
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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
Action to Date

- Coach assignments
  - 12 focused schools in 2013-2014
  - Added 12 focused schools in 2014-2015
  - New approaches in first “wave” of schools
    - Principals requesting coaches:
      - Facilitate book studies
      - Present differentiation presentation to staff
      - Assist with universal screening in building
      - Mentor staff
Action to Date

• Second Annual Inclusive Practices Conference
  • 300 attendees, 50/50 general and special educators
    • 32/35 Elementary Schools
    • 9/9 Middle Schools
    • 5/5 Comprehensive Schools
    • 6/8 Total High School Sites
    • 4/7 Alternative Sites

• Topic: Differentiation

• Recognized five buildings for their progress:
  • Bryant, Sherman, Whitman, Truman, Stadium
Action to Date

- Second Annual Inclusive Schools Conference

“Outstanding training! The best I've been to in years! Research proven methods. Exactly what I needed to become a more impacting, professional teacher that closes my students' gaps!”

“Practical strategies and examples were helpful. I would suggest that all teachers have this training because they need to know how to implement.”

“I am taking back plenty to implement in the classroom.”

“Please have presenter come back for everyone.”
Action to Date

Partnership with Teaching and Learning

- Attending department meetings
- Working collaboratively on resources and screening tools
- Open door policy between departments
Action to Date

- Data analysis
  - Generated data notebooks for buildings
  - Compilation of all available assessment data recorded by student name
  - Creates opportunities to compare student growth, areas of strength and areas to address related to student achievement
## Data: Inclusive Early Learning

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<tr>
<th>Year</th>
<th>Peers</th>
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<tr>
<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2013-2014</td>
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<td>2014-2015</td>
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Data: Whitman – A Sample of Work Completed

- Reviewed student data
- Offered weekly teacher support
- Trained staff in progress monitoring and interpretation of results
- Identified needs
  - What skills were students missing?
  - What resources do we need to teach these skills?
  - Where can we find resources, if not available?
## Data: Whitman Results

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<tr>
<th>Content</th>
<th>April</th>
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<th>June</th>
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<td></td>
<td>Benchmark</td>
<td>31%</td>
<td>Benchmark</td>
<td>69%</td>
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<td>Written Language</td>
<td>Strategic</td>
<td>38%</td>
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<td></td>
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<td>Intensive</td>
<td>53%</td>
<td>Intensive</td>
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<td>Oral Reading Fluency</td>
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<td>Strategic</td>
<td>38%</td>
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<td>Intensive</td>
<td>62%</td>
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Data: Whitman Results

- Reading: Student by Student Data
  - 75% of students showed gains from 10-55 words correct per minute
  - 23% of students showed gains between 4 and 15 words correct per minute
  - One student moved from intensive to strategic
Data: The How

- Collaborative partnerships between staff
- Targeted, skills based intervention
- Goal setting
- Student self-monitoring
- Embrace a Multi-tier System of Supports
- Available curricular tools aligned with student needs
Next Steps

- Professional Learning Communities
  - Facilitate staff discussions to use data to inform instruction
  - Share differentiation, inclusion and Multi-tier System of Supports strategies applied throughout the district

- Therapeutic Learning Center Support
  - Two hour sessions provided twice monthly
  - Build capacity of staff in implementation of best practices
Next Steps

- Continue rollout of data collection systems, including student data and staff professional development
- Celebrate Inclusive Schools Week, December 1-5, Co-sponsoring Resource Fair with community partner
- Continue Stakeholder meetings
- Continue Student Services Advisory Committee (SSAC) meetings
Next Steps

- Stakeholder Dates
  - Location: CAB Board Room
  - Time: 4:30 – 6:00 pm
  - Dates
    - October 14, 2014
    - December 9, 2014
    - February 17, 2015
    - April 14, 2015
    - June 2, 2015
Next Steps

- **Student Services Advisory Committee Dates**
  - Location: CAB Board Room
  - Time: 6:00-7:30 pm
  - Dates
    - October 21, 2014
    - January 6, 2015
    - March 3, 2015
    - May 5, 2015
Future Reporting

- December 11, 2014
- March 12, 2015
- June 11, 2015
- September 24, 2015

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