Urban Collaborative
Recommendations
Quarterly Report 7
December 11, 2014

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Director, Student Services
Courtney O’Catherine
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
- 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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<thead>
<tr>
<th>Urban Collaborative Recommendations</th>
<th>Strategic Plan Alignment</th>
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<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>
<td>Academic Excellence, Early Learning</td>
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<td>5 Time out logs</td>
<td>Safety</td>
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<td>6 Postsecondary transition</td>
<td>Academic Excellence</td>
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<td>7 Student services reporting</td>
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<td>Academic Excellence, Early Learning</td>
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<td>10 ELLs</td>
<td>Academic Excellence</td>
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<td>11 Materials and AT</td>
<td>Academic Excellence, Early Learning</td>
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<td>12 Professional learning</td>
<td>Academic Excellence, Early Learning</td>
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<td>13 Electronic IEP system</td>
<td>Partnerships</td>
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<td>14 Special Education manual</td>
<td>Academic Excellence, Partnerships</td>
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<td>15 Fiscal considerations</td>
<td>Academic Excellence, Early Learning</td>
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<td>16 Parent involvement</td>
<td>Partnerships</td>
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<td>17 Accountability</td>
<td>Academic Excellence</td>
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<td>18 Student data</td>
<td>Academic Excellence</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
# Timeline At-A-Glance

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>14-Sep</th>
<th>14-Dec</th>
<th>15-Mar</th>
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<tr>
<td>1. DD Data</td>
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<tr>
<td>2. Embed CCSS in MTSS framework</td>
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<td>3. MTSS</td>
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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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<tr>
<td>4. Inclusive Education</td>
<td></td>
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<tr>
<td>A. Define Inclusive education</td>
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<td>❌</td>
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<td>B. Provide models</td>
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<td>❌</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 (Rec. 3 & 12)

- Professional Learning Community
  - Therapeutic Learning Center
    - Two groups (elementary and secondary)
    - Conducted eight sessions
    - 24 participants
  - Partnership with Pacific Lutheran University
    - Offers national expertise
    - Provides real world experiences for students
    - Students are potential teaching candidates
    - Part of our recruitment effort
Action to Date (Rec. 3 & 12)

- Professional Learning Community- Inclusion
  - Focus on differentiation strategies, inclusion and Multi-tiered System of Supports (MTSS)
  - Location: five middle schools, connected by Lync
  - Facilitated by Student Services Instructional Coaches
  - Two groups: elementary and secondary
  - Participation: 52% general educators, 48% special educators
Action To Date (Rec. 11 & 18)

- Urban Collaborative National Conference
  - Topic: Instructional Technology, November 2014
  - Partnership presentation: Directors, Student Services and Technology, Instructional Coach
Rethink

Teacher Training Activity

Data Collection
Reed Elementary – Teacher Training Activity
Review 360 - School Distribution

22 ACTIVE STAFF ACCOUNTS

- Elementary
- Middle School
- High School
- Alternative
Review 360 - Students

Student Progress

- Student Plans: 118
- Objectives: 292
- Ave Goal %: 63.87
Tools of the Trade
SMART Table Results

District Totals

Percentage of Growth towards Academic Goals

- January Pre-Assessment
- After 6 Weeks
- After 12 Weeks
Tools of the Trade
SMART Table

Minutes per Week

1200
2013-14

2256
October 2014
Tools of the Trade
SMART Table

Teachers

<table>
<thead>
<tr>
<th>TEACHERS TRAINED</th>
<th>TEACHERS USING</th>
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<tbody>
<tr>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>82</td>
<td>40</td>
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2013-14  2014-15
Tools of the Trade
SMART Table

Students

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>OCTOBER 2014</th>
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<tbody>
<tr>
<td></td>
<td>40</td>
<td>503</td>
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Action To Date (Rec. 4 & 16)

- Inclusive Gallery Exhibit
- Stadium
- Stakeholders and SSAC
Inclusive Gallery Exhibit (Rec. 4 & 16)

- 200 participants
- 82 artifacts from students
Action to Data (Rec. 2, 3, 4, & 12)

Stadium High School
Stadium High School (Rec. 2, 3, 4, & 12)

- Prior to 2013-2014
  - Limited awareness/benefit of collaboration
- Current practices
  - Leadership
  - Partnerships
  - Culture shift
Stadium - Results (Rec. 2, 3, 4, & 12)

- Increasing rigor for students
- Increased number and type of collaborative teams
  - Professional Learning Community (PLC)
    - focus on student achievement
  - Deployment team
    - available for all staff
    - access support related to specific student needs
- Weekly collaboration
  - IEPs, behavior, differentiation
  - Case management
Stadium Results (Rec. 2, 3, 4, & 12)

- Special Education Teachers:
  - Actively engaged in instructional coaching support
  - Participated in TDG/Math Best Practice
  - Participating in math department meetings

- Increased participation in Unified Sports
Stadium Results (Rec. 2, 3, 4, & 12)

- Initial stages of developing capacity for a broader range of needs
  - Staff differentiate and collaborate to meet student needs
  - Students formerly served in self-contained classrooms attend neighborhood school
  - Future expansion
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<thead>
<tr>
<th></th>
<th>General Education</th>
<th>Special Education</th>
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<tbody>
<tr>
<td><strong>With Co-teaching (Class A)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Number of students</td>
<td>17</td>
<td>11</td>
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<tr>
<td>Average grade</td>
<td>C+</td>
<td>C+</td>
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<tr>
<td><strong>With Co-teaching (Class B)</strong></td>
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<td></td>
</tr>
<tr>
<td>Number of Students</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Average grade</td>
<td>C+</td>
<td>C+</td>
</tr>
<tr>
<td><strong>Without co-teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Average grade</td>
<td>C/C-</td>
<td>E+/D</td>
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## Stadium – Least Restrictive Environment

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<tbody>
<tr>
<td>0-39% General Education</td>
<td>12.13%</td>
<td>7.64%</td>
<td>6.40%</td>
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<tr>
<td>40-79% General Education</td>
<td>46.79%</td>
<td>59.72%</td>
<td>61.50%</td>
</tr>
<tr>
<td>80-100% General Education</td>
<td>40.27</td>
<td>31.94%</td>
<td>32.10%</td>
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Student Voice

- Themes
  - Inclusion is important!
  - We want to be challenged!
  - We want to be recognized as regular kids!
Student Voice

“I want to interact with kids in bigger groups so I can see how they learn.”

“I like to be challenged and that is why I like to work in larger groups (in general classrooms).”

“I think that it is good to have a large diversity of kids in class because...with students who have IEPs versus those who don’t... we are all at different levels of our learning; we can all help each other and cultivate ideas in the same classroom.”
Student Voice

“I think we should have the mixed (inclusion) class because everybody learns a different way and that helps you because people have either hands on or they learn by looking or they learn by listening. In the mixed class they help with all of that.”

“I just think it should be starting from a young age so that you just don’t have it in High School.”
Student Voice

• “I feel like I do better in the general ed classes. It’s just on certain things I need more time.”

• “No, I do not want the LRC class. In middle school, I was always in the special education class and no one expected anything from me. When I am in the inclusion class, I have something I am supposed to do, something I am supposed to think about. Now I want to because I am not different. When I am in here I am not different.”
Student Voice

• “When I am in the inclusion class, I have to think, I don’t just write something down. I have to think outside the box.”

• “In the mixed (inclusion) class it seems like you’re expected to do more and you have a higher standard of what you need to accomplish in one day....”
Next Steps (Rec. 3 & 12)

- Professional Learning Communities - continue
  - 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 - continue
  - Two hour sessions provided twice monthly
  - Build capacity of staff in implementation of best practices
Next Steps

- Partnerships
  - Multi-tier System of Supports (MTSS) Partnership with Title/LAP (Rec. 3)
- Regional Teacher Chats (Rec. 4 & 12)
- 15-16 Staffing Ratios (Rec. 9 and 15)
Next Steps

- Stakeholder Dates
  - Location: CAB Board Room
  - Time: 4:30 – 6:00 pm
  - Dates
    - 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
    - January 6, 2015
    - March 3, 2015
    - May 5, 2015
Future Reporting

- March 12, 2015
- 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.