Urban Collaborative Recommendations
Quarterly Report 1

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Executive Director, Student Services
May 23, 2013
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-tier System of Supports (MTSS) Framework
3. Multi-tier System of Supports (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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<th>Strategic Plan Alignment</th>
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Action to Date

• 14 informational meeting opportunities (February-May)
• 351 participants participated in information gathering meetings
• 4 public information media events conducted (The News Tribune, Fox Channel 13, School Insider Channel 26)
Action to Date

- Attended National Urban Collaborative conference
  Reviewed models from 15 recognized school districts (12)
- Attended Positive Behavior Intervention Plan training with Cohort 1 (3)
- Planning professional learning, awareness, and consensus building (4 and 12)
Action to Date

- Initiated Stakeholder Group for 50 plus members (staff, parents, community partners) (3 and 12)
- Outlined plan to discontinue LRE Committee (4)
- Added TLC classroom locations; implementing regional sites with feeder patterns to middle for attendance in neighborhood schools (4)
- Creating regional blended services model at Crescent Heights (4)
Action to Date

- Initiated Preschool 3-year plan developing an inclusive early learning model (4)
- Created work group to review ELL data and practices (10)
- Collaborated with Human Resources and principals to create access in general education classes (4)
- Initial revisions to department manual with public access availability on district website (14)
Action to Date

- Created Recommendation of department organization, in process to hire Director and Instructional Coach positions (8)
- Examining available resources (3)
- Collaborating with university partners (12)
- Consultation with Urban Collaborative Consultants, May 2013, regarding professional development (12)
Recommend Next Steps

- Conduct first stakeholder meeting on May 30 (3 and 12)
- Completion of department manual revisions for Fall 2013, on-going revisions will be completed as documents are created (14)
- Review resources to support implementation, i.e. electronic data collection systems (8)
Recommended Next Steps

- Plan summer and fall professional development (12)
- Hire Director and Instructional Coaches (8)
- Develop school improvement plan (SIP) non-negotiables to be shared with principals by Sept 2013 (17)
Recommended Next Steps

- Review OT/PT/SLP schedules, caseloads (9)
- Update parent resources on website (16)
- Update written expectations for time-out logs to be distributed September 2013 with a system for monthly review of data (5)
## Timeline At-A-Glance

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<th>Recommendations</th>
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Parent Feedback

“I like what they are doing and as a parent to a child with special needs, I only hope his goes into practice soon.”

“Glad to see the changes.....Hour bus ride...right now. (This will be) Half the distance. Can’t wait. Thank you Tacoma School District.”

“Yeah!!! It's about time, awesome news for TPS, makes me proud!”
Future Reporting

- September 2013
- December 2013
- March 2014
- June 2014

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