Urban Collaborative Recommendations
Semi-Annual Report
April 27, 2017

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

<table>
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<tr>
<th>Measuring the Whole Child</th>
<th>Urban Collaborative Recommendations</th>
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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)

- Intervention Framework
- Paraeducator Training
- PLNs – Professional Learning Networks
  - Monthly sessions for teachers, facilitated by Instructional Facilitators

Urban Collaborative Action Steps

“What do we need to get where we’re going?”
Action: Inclusive Education (Rec. 4)

- Unified Sports
- Increased Co-Teaching
- Stadium Developmental Program
- Inclusion Works

“It started as a vision. Now it’s a reality!”
Action: Data Reporting (Rec. 18)

- New report created to track co-teaching by school and now adding grade data
- Department data dashboard
  - Use of Power BI

Urban Collaborative Action Steps

“What gets measured gets done!”

Co-Teaching Class Summary with Grades - 3-15-17

<table>
<thead>
<tr>
<th>Building</th>
<th>Course Description</th>
<th>Course</th>
<th>MP</th>
<th>Period</th>
<th>Primary Staff</th>
<th>Secondary Staff</th>
<th># Gen Ed Students</th>
<th>GE %</th>
<th># Spec Ed Students</th>
<th>Spec Ed %</th>
<th>Total Students</th>
<th>Gen Ed Grade Value</th>
<th>SPED Grade Value</th>
<th>All Grade Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 2</td>
<td>MAL402 - 5</td>
<td>S2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>52%</td>
<td>13</td>
<td>48%</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities 6 - 2</td>
<td>LHU011 - 3</td>
<td>S2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>64%</td>
<td>8</td>
<td>36%</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts 8</td>
<td>LLA001 - 2</td>
<td>S2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>69%</td>
<td>9</td>
<td>31%</td>
<td>29</td>
<td></td>
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</table>
Data: Implementation of Inclusive Practices (Rec. 4, 18)

State Target: 52.25%
State Average: 54.35%
District 2016: 54.90%

Urban Collaborative Action Steps

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

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

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

"The giant oak is an acorn that held its ground."
Data: Implementation of Inclusive Practices (Rec. 4, 18)

"We lead when we see what could be."

Urban Collaborative Action Steps

Co-Teaching Classrooms

CLASSROOM GOALS - 188

- 2015: 23
- 2016: 66
- 2017: 106

STUDENT GOAL - 1880

- 2015: 230
- 2016: 600
- 2017: 853

Goal Line for Schools: Classroom - 853
Goal Line for Classes: Students - 230

Legend:
- Classroom
- Students
- Goal Line for Schools
- Goal Line for Classes
Data: Academic Rigor Benchmark (Rec 4, 17)

“When we aim high and hit our mark, it’s time to adjust the target!”

District Goal by 2018: 72% (Grades 11 & 12)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Students Taking One or More Courses of Rigor</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td>24.4%</td>
</tr>
<tr>
<td>2016</td>
<td>12.7%</td>
</tr>
<tr>
<td>2015</td>
<td>8.5%</td>
</tr>
<tr>
<td>2014</td>
<td>5.2%</td>
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(Data as of the end of 1st Semester)

Students Taking One or More Courses of Rigor
College in the High School, Running Start, AP, IB
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.
Next Steps (Rec. 2, 3, 4, 12, 17, 18)

- Professional Learning Networks ongoing work, focus on co-teaching and effective instructional practices
- Communication of data with buildings (on-going)
- Planning summer Professional Development
  - Marilyn Friend & Co-teaching at August Educator Conference
- Co-hosting UC Fall Conference November 1-3 in Seattle

“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

- Fall 2017

Semi-annual reports will be posted on district website, communicated with staff and provided to advisory and stakeholder committee members.
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

Instruction of all students with the core curriculum

Tier 1

Instruction of some students, core curriculum + strategic interventions

Tier 2

Instruction of few students, core curriculum + intensive interventions

Tier 3
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.