



Working Together to
Reduce Disproportionality in
Special Education:

The First
Chapter in
Our Work

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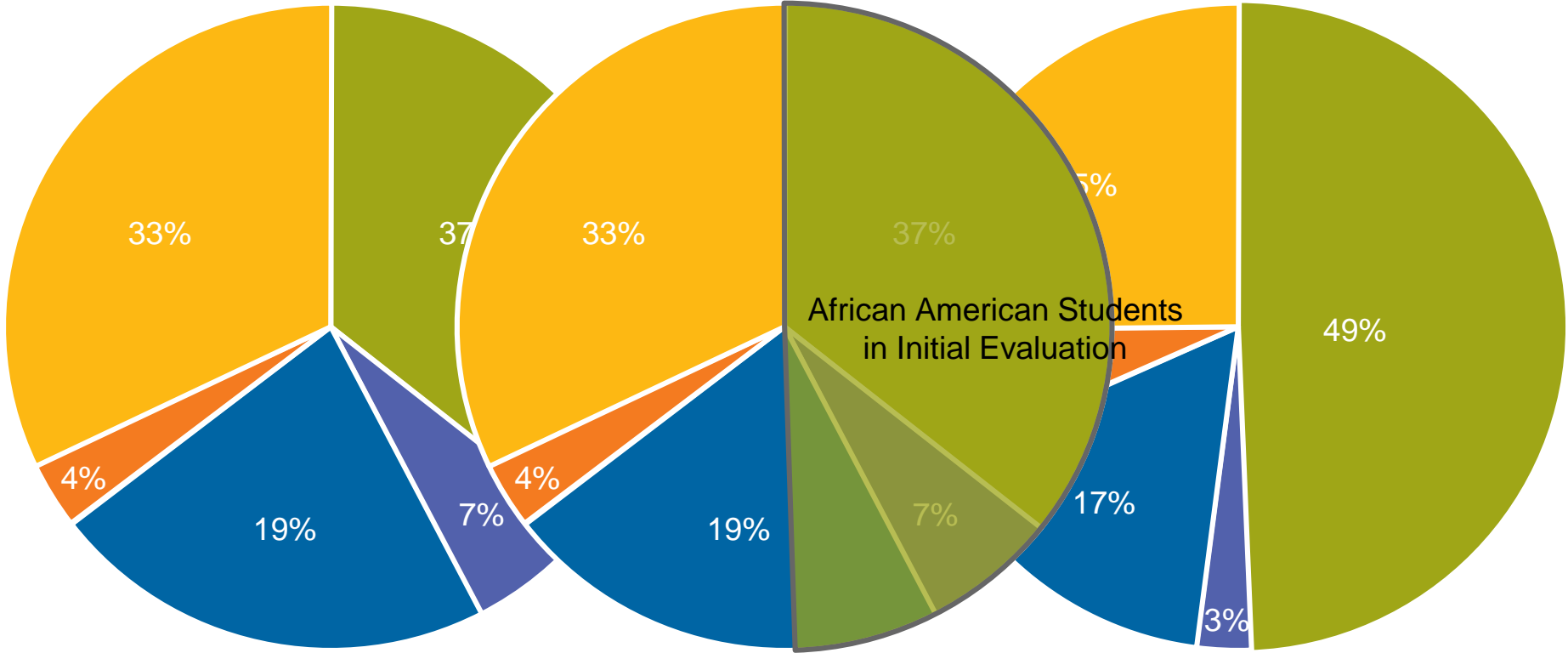
Director of Special Education

Robin Francis

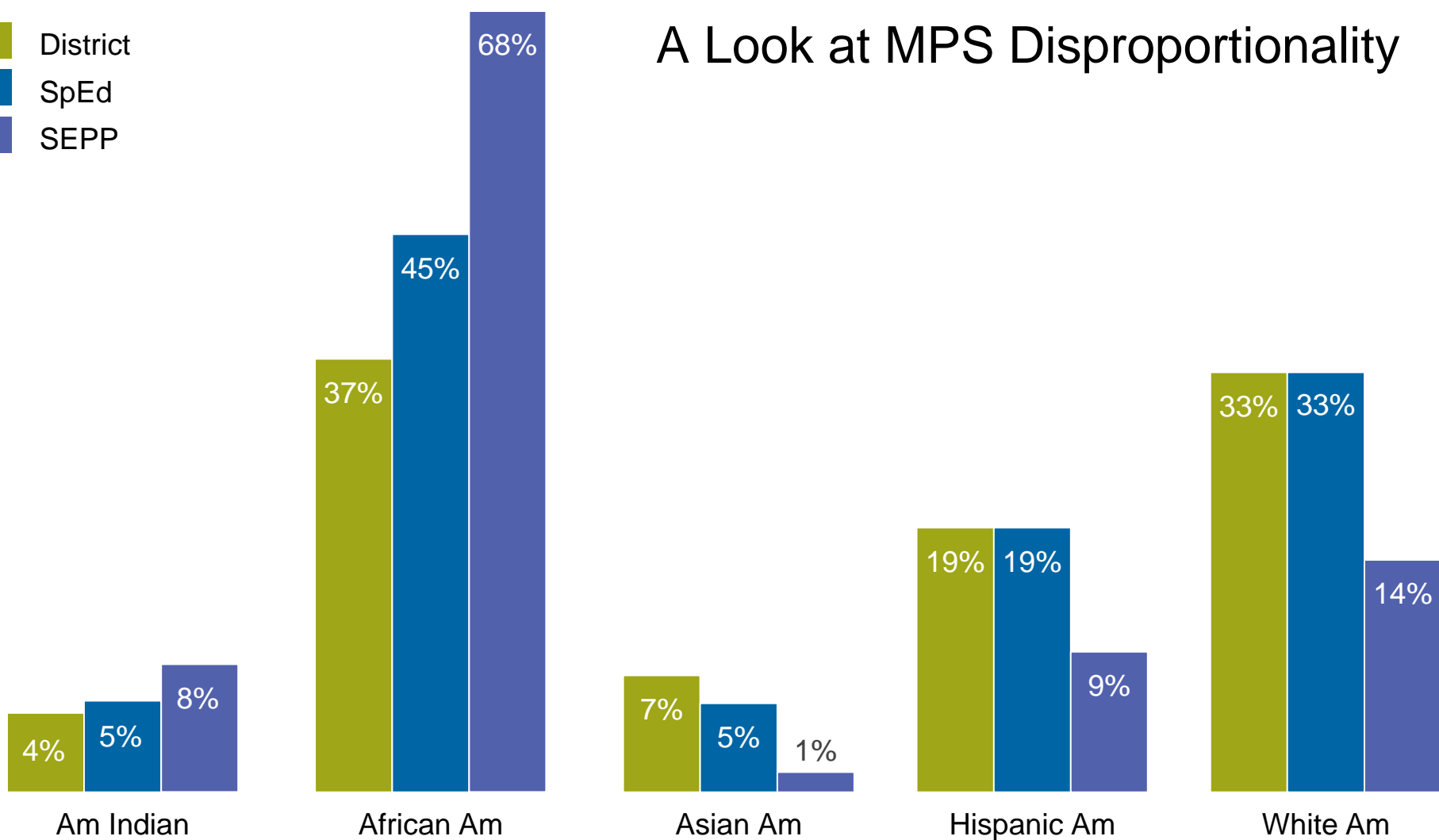
Principal on Special Assignment

- African American
- Asian American
- Hispanic American
- American Indian
- White American

Percentage of Students Enrolled at MPS Compared to
 Percentages of Total Student Population at MPS
 Percentage of African American Students in Initial Evaluation
 Students in Initial Evaluation



A Look at MPS Disproportionality



Reflections From the Video:

1. What was the scarecrow expressing?
2. Why were the crows treating him so bad?
3. What was the scarecrows belief system?
4. How can we relate this to our current reality?

Video Clip from [The Wiz](#)



WHO IS AT THE TABLE ?

Families

Community Members

Office of Black Male Student
Achievement

Special Education

Social Work

POSA for Behavior Standards

School Psychology

RTI Coordinator



THE TASKFORCE

MISSION:

Identify root causes of why we are overidentifying Black students in the disability category of Emotional/Behavioral Disorder

MEETINGS:






Twice a month

TASK:

Review redacted initial EBD evaluations for racial and cultural bias.

We quickly moved from technical to adaptive.

INITIAL TRAINING FOR STAFF

-  Checking for bias (language)
-  Perspective (what goes in the report)
-  Respect (check your work)
-  Cultural Competency (consistency)
-  Alignment (quality of whole report)





Taskforce Next Steps

<p>Do our black male students have the same access to 504 as our white students?</p>	<p>We are currently doing the analysis and have invited the district 504 coordinator to be a part of our task force</p>
<p>Do our black male students have the same access to RTI strategies as our white students?</p>	<p>Analysis of “parent requests” Define our Tiers for behavioral support districtwide and in schools Prevent, Teach, Reinforce</p>
<p>What supports could we offer our special education teams who are conducting evaluations?</p>	<p>Training Offer to review drafts Professional Learning Community Extenders</p>
<p>What is next for the task force?</p>	<p>Continue the work Focus on 2014-15 evaluations Set up data systems CEIS dollars</p>

Positive School Wide Engagement



Professional
Development
/Training

Restorative
Practices

Building
Consultations

Cross
Departmental
Work

BELIEF

Black male students need to believe in themselves

Educators need to believe in black male students

black male students

Growth Mindset
Motivation
Self Worth

YOUNG BLACK MEN SEE ACADEMIC SUCCESS IN THEIR FUTURE

Growth Mindset
Positive Black Male Engagement
Culturally Relevant Curriculum

YOUNG BLACK MEN ARE MOTIVATED TO LEARN

educators

parents

Growth Mindset
In sync with school/teacher
Empowerment

EDUCATORS ARE FAIR MINDED AND EQUITABLE

Growth Mindset
In sync with school
Invested in Success
Provide Resources

OUR SYSTEM OF EDUCATION IS SERVING ALL OF US

community

Parents need to believe in the teachers

Community must believe in a collective system