

Males of Color Initiatives in America's Great City Schools: Addressing Special Education Over-identification

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Addressed SPED Over-identification (9)
Anchorage	Examine disaggregated data to inform instructional decisions and use RTI and intervention data with individual students.
Atlanta	Provide more inclusive environments for students with disabilities and provide additional training to lead and regular teachers. District is currently not disproportionate in special education. Using RTI to review and train staff around 504 accommodations. Continue monitoring to ensure that students are placed in LRE.
Austin	Hold special education workshops for staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes.
Clark County (Las Vegas)	Implement instructional strategies that are culturally responsible to teaching and assessment practices. Appropriate and tiered interventions at the elementary level.
Cleveland	Reduce disproportionate numbers of Males of Color in special education courses. Reduce number of ED classes in district by 5% in one year.
Columbus	Are working to increase the number of students with disabilities in inclusive settings, expand co-teaching in regular classroom settings, and ensuring access to the least restrictive environments for students of color. Offering professional development on inclusion, culturally relevant teaching, universal design for learning, racial identity development, and other factors to reduce mis-identification of males of color as disabled.
Denver	Implement intentional strategies to focus on culturally responsive teaching and assessment practices.

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Duval County	<p>Implementing the GRASP Academy for dyslexic students</p> <p>Implementing Tier III reading and math intervention programs in all elementary schools.</p> <p>Electronic data system will allow tracking of academic and behavioral interventions even if they change schools.</p> <p>Will continue gathering data and conducting analysis of data by race on ESE students.</p>
Fort Worth	<p>The Special Education department has set up a system of monitoring Special Education referral data by ethnicity on a monthly basis.</p> <p>All schools with a large number of Special Education referrals (particularly with students of color) received cultural responsibility pedagogy and professional learning and training.</p>
Hillsborough County	<p>Support MTSS implementation in all schools K-12.</p> <p>Implement and monitor new Project AWARE grant to provide mental health services.</p> <p>Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools.</p>
Louisville	Advance Program Sustaining and Improving Initiative
Miami-Dade County	Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses.
Minneapolis	Conducting a program audit to determine over-identification in SPED.

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Orange County	<p>Review data on the percentages of Males of Color and other subgroups identified in ESE programs.</p> <p>Meet with senior leadership team to discuss disproportionality and assign personnel to monitor and coordinate efforts.</p> <p>Review cases of students who may have been improperly identified.</p> <p>Assign staff to monitor efforts to reduce disproportionality.</p> <p>Track progress of efforts.</p>
Palm Beach	<p>Multi-Tiered Support Systems (MTSS) implementation in all school, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality.</p>
Portland	<p>Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to prevention and culturally response interventions prior to special education placement.</p> <p>Pilot "blind panel" for special education eligibility screening.</p>
Rochester	<p>Continue expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.</p> <p>Expand use of consulting teachers in general education classes.</p> <p>Expand language enrichment and intervention efforts with young students to reduce inappropriate placements in speech and language impairment.</p> <p>Expand use of IDEA funding for reading intervention programs.</p>
Sacramento	<p>Addressed Special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and Social Emotional Learning (SEL).</p>
Toledo	<p>EHS</p>