CONTRIBUTING FACTORS OF OVER- AND UNDER-CLASSIFICATION: AN EQUITY ROADMAP

Exploring Equity in Special Education Across the United States

44% of educators surveyed perceived their districts either under- or over-classify students for special education services.

- How do your local or state classification rates compare to national classification rates for special education?
- What evidence supports that the number of students classified in your system is appropriate?
- What do the perceptions of educators related to whether students are appropriately classified, over-classified, or under-classified tell you about your classification practices?
- How do you identify the impact of intended and unintended consequences resulting from policies?
- Is policy implementation preoccupied with compliance versus supporting a high bar of educational excellence?
- What evidence demonstrates whether local policies regarding students with disabilities maintain or exceed minimal standards of progress?
- How do the resources provided in the district or state provide a cohesive support system to serve all students at any given time and/or over time without usurping needed resources?

CLASSIFICATION

POLICY

RESOURCES

Teacher PD

SUPPORT

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What evidence demonstrates whether local policies regarding students with disabilities maintain or exceed minimal standards of progress?

How do the resources provided in the district or state provide a cohesive support system to serve all students at any given time and/or over time without usurping needed resources?

What data is used to determine the number of students provided to students?

What do you need to know if the support resources provided are in fact benefiting students learning potential?

What do you do if students are not making progress?

What data is still needed?

How do you know if the supports/services provided are furthering students' learning potential?

What evidence shows high standards are the target for all students?

What evidence shows the impact of the multi-tiered system of support implemented in your state or district?

What data is still needed?

What do you do when students are making progress?

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