



# CROSSING THE LINE

Exploring Equity in Special Education Across the United States

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

### CLASSIFICATION

Next Exit

How do your local or state classification rates compare to national classification rates for special education?

1

2 What evidence supports that the number of students classified in your system is appropriate?

3

3 What do the perceptions of educators related to whether students are appropriately classified, over-classified, or under-classified tell you about your classification practices?

4 How do you identify the impact of intended and unintended consequences resulting from policies?

4

5 Is policy implementation preoccupied with compliance versus supporting a high bar of educational excellence?

5

### POLICY

1/2 Mile on Right

44%

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

68%

68% of educators perceived policy as having an impact on the under- and over-classification rates.

### RESOURCES

Est. 1983

7

7 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?

67%

67% of educators perceived resources as having an impact on the under- and over-classification rates.

8

8 What evidence suggests you have the right combination of policy and resources in place?

9

9 Within the context of diminishing resources, how are stakeholders and coalitions coming together to share resources and/or to engage in a system re-design process that transcends the traditional models of instruction?

### NEXT STOP SUPPORT

10 What data is used to determine support/services provided to students?

10

11

11 How do you know if the supports/services provided are furthering students' learning potential?  
What do you do if students are not making progress?  
What do you do when students are making progress?

66% of survey respondents perceive district support services and remedial services as an influencing factor in increasing under- and over-classification rates.

66%

12

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

13

13 What evidence shows the impact of the multi-tiered system of support implemented in your state or district?  
What data is still needed?  
What gaps are evident and how will they be addressed?

### Teacher PD

FOUNDED 1952

14 How does data support professional learning decision-making?

14

63% of survey respondents perceived teacher professional development to understand services available & recognize the needs of students as an influencing factor in increasing under- and over-classification rates.

63%

15

15 What professional learning activities connect special educators and general educators in collaboration and conversation?

16

16 What evidence is used to assess the application and impact of educator professional learning on student outcomes?

17

17 How does the system professional learning strategy align the needs of students and the needs of educators?  
How do you know this alignment exists?

18

18 How does the professional learning strategy align to district and building initiatives?

Learn more and get the full report at [FrontlineInstitute.com/Crossing-the-Line](http://FrontlineInstitute.com/Crossing-the-Line)

