

Author Full Name : Dawn Sizemore**Received Date :** 01/11/2026 05:35 PM**Comments Received :**

Public Comment: Opposing Elimination of Data Reporting on Disproportionality in Special Education

To Whom It May Concern,

I am writing as a mother of two young children attending public school, and as a parent who believes deeply in the promise of a strong, inclusive public education system. I respectfully and strongly oppose the U.S. Department of Education's proposal to eliminate the requirement for states to report data on disproportionality in special education.

While I commend the Department for looking to reduce burden, this data collection is essential to ensuring that all children are evaluated and served based on their individual needs—not their background. We know that students from some racial and ethnic groups continue to be disproportionately identified (or overlooked) for special education services. Without this data, these trends could go unnoticed, and children could be left without the support they need.

Transparent data helps promote fairness, build trust, and support effective decision-making—both in local schools and at the national level. Eliminating this requirement would make it harder to identify where improvements are needed and to ensure that special education systems are working as they should.

In response to the Department's specific questions:

1. Is this collection necessary?

Yes. This data is critical to the Department's core mission of ensuring all students receive appropriate public education services. Without it, the Department cannot adequately assess or address disparities in how students are identified and supported.

2. Will the information be used in a timely manner?

It already is. Civil rights advocates, researchers, parents, and educators rely on this data to monitor and respond to patterns of misidentification and uneven access to services. Its timeliness supports accountability and early intervention. Could this be improved? Absolutely, especially with today's technology.

3. Is the burden estimate accurate?

The existing estimate is based on current systems that could be updated using the best available technology. While collecting and reporting data does require time and resources, the burden is proportionate to the importance of ensuring fairness and consistent treatment for students nationwide. The cost of not collecting this data—children being misidentified or underserved—is far greater.

4. How might the Department enhance the quality, utility, and clarity of the data?

The Department could:

- o Offer a standardized reporting template for states.
- o Publish guidance on best practices for interpreting and acting on the data.
- o Provide clear summaries for parents and the public to increase transparency and understanding.

5. How might the Department minimize the burden?

Rather than eliminating the requirement, the Department could:

- o Integrate data collection into existing state systems.
- o Use automation and information technology to streamline reporting.
- o Provide technical assistance or funding to states with limited capacity.

In closing, I urge the Department not to eliminate this reporting requirement. We cannot protect fairness or improve student outcomes if we stop measuring the very data that shows where problems exist. Our children deserve better.

Sincerely,

Dawn Sizemore

A very concerned parent