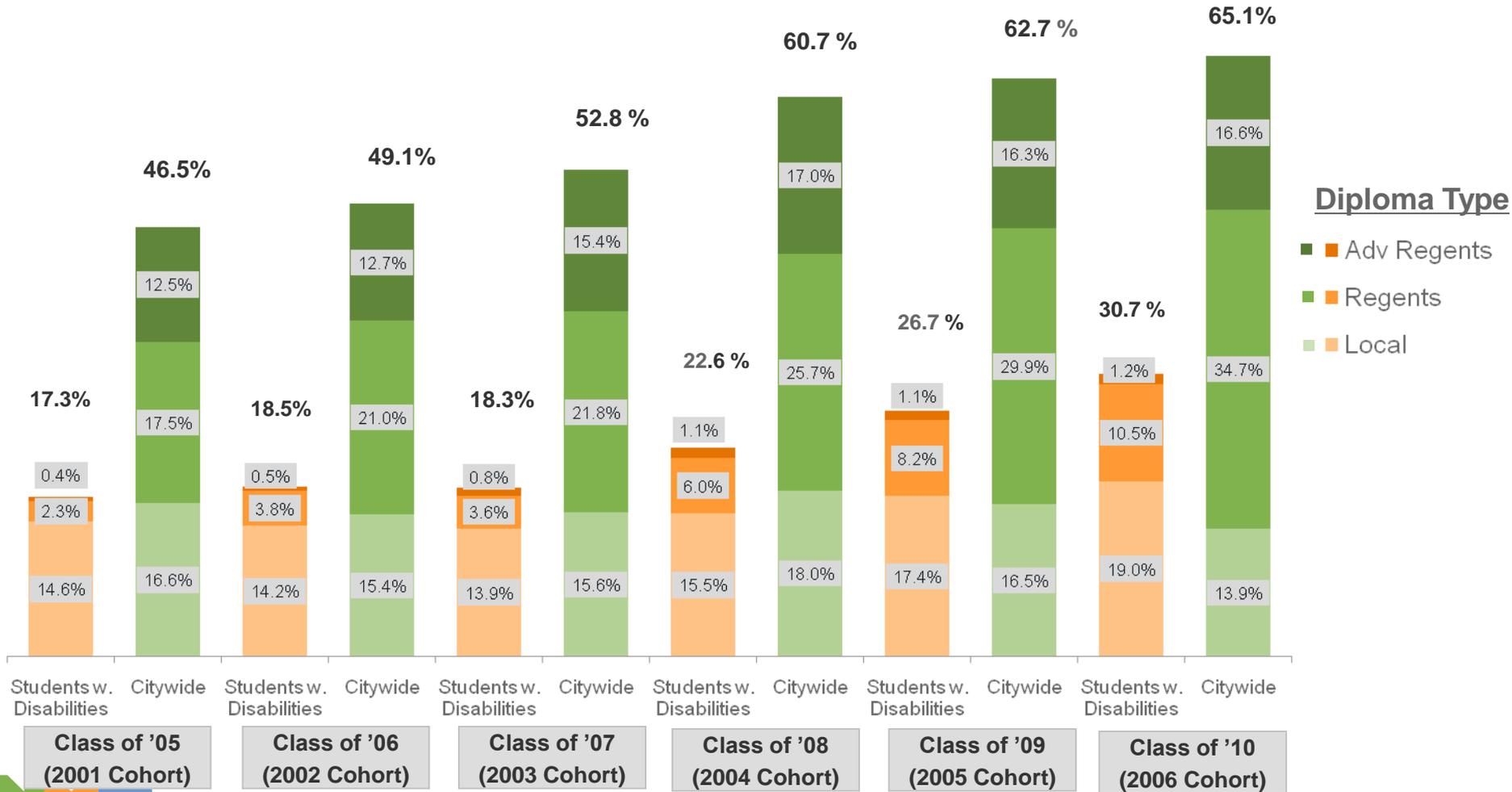


System-wide Special Education Reform & SY 12-13 School Budget Allocations

Four-Year Graduation Rates

Percent of Students in a Cohort Graduating from High School in 4 Years

The 4-year graduation rate is presented at the top of the columns. The overall rate may not equal the sum of each diploma type due to rounding.



In July 2009, the **NYC DOE initiated a system-wide reform of special education.** Two reports on special education reinforced the need for change.

> **Least Restrictive Environment:** “The placement process in NYC emphasizes the notion of placement as the availability of ‘seats’ in special education programs rather than as the services and environment that are appropriate to the individualized needs of the student Moreover, this process promotes the idea that special education is a ‘place’ rather than a service, and places priority of such placement over what should be the most important consideration – the general education placement.” (from the *Hehir Report*, September 2005)

> **Access to the General Education Curriculum & Student Achievement:** “In the coming years, consistent with the principles of Children First, the Department should increase its focus on long-term outcomes for students with disabilities and empower schools, parents, and DOE staff to collaborate in building successful instructional models and strengthening the culture of inclusion for students with disabilities.” (from the *Harries Report*, July 2009)

What the research shows...

The more time students with disabilities spend in a general education classroom,

- the higher their scores on standardized tests of reading and math;
- the fewer their absences from school;
- the fewer their referrals for disruptive behavior; and
- the better their outcomes after high school in the areas of employment and independent living.

These results were found for all students with disabilities, regardless of:

- their classification;
- the severity of their disability;
- their gender; or
- their family's socio-economic status.

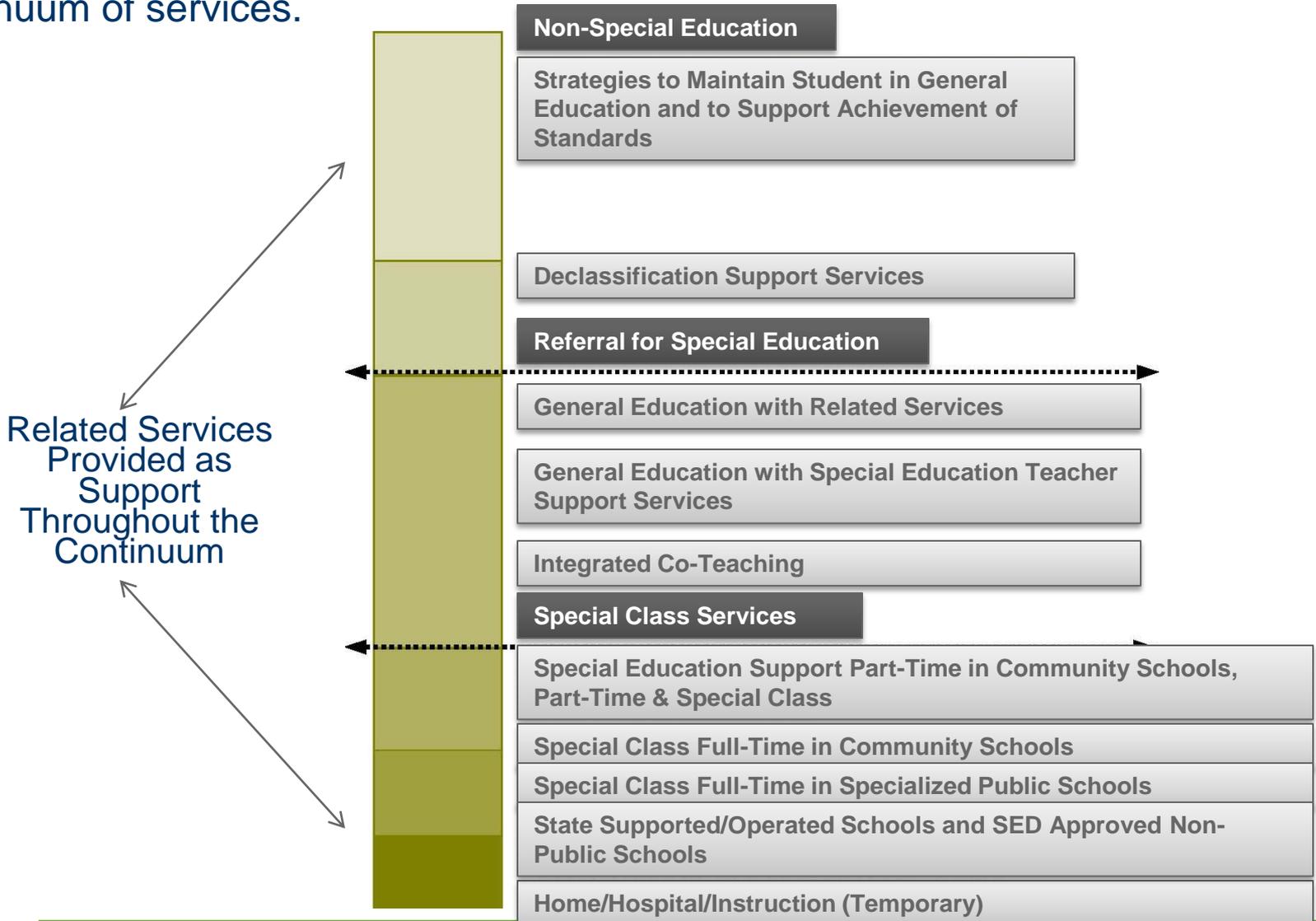
(Wagner, Newman, Cameto, Levine, & Garza, 2006)

The performance of students without disabilities is not compromised by the presence of students with disabilities. In fact, they derive benefits from their involvement.

(McGregor & Vogelsberg, 1998)

Unified Service Delivery System

This chart represents the types of special education services included in the continuum of services.



NYC's Special Education Reform: Guiding Principles (Fall 2009)

1. Every school should educate and embrace the overwhelming majority of students with disabilities that they would serve if the students did not have an IEP.
2. All schools and students with disabilities are held accountable for goals that are standards-based. IEPs should reflect Common Core Standards and emphasize long-term educational outcomes.
3. All schools should have the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with disabilities with accountability outcomes.
4. School accountability measures, funding formulas, and enrollment policies and practices will be aligned with the foregoing principles.
5. Schools must be active partners with parents of students with disabilities.

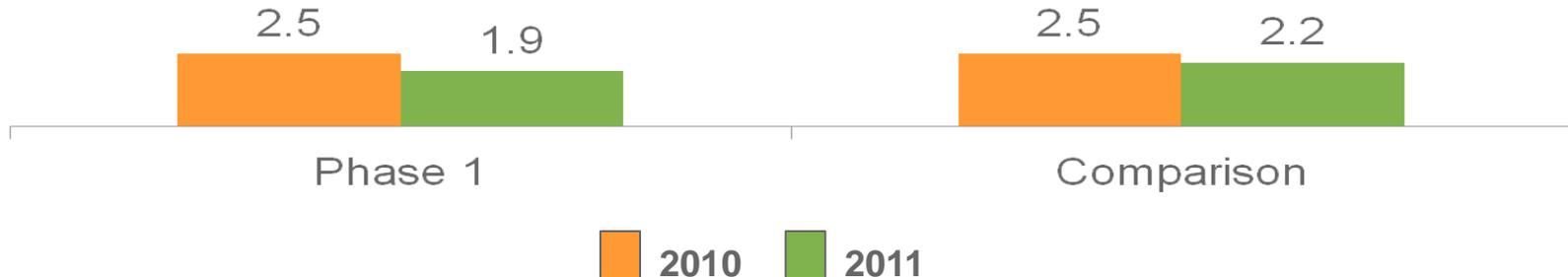
Phase 1 Represented the Diversity of New York City (Spring 2010)

- **260** Schools in **10** Children First Networks (*CFN 105, 107, 109, 403, 407, 409, 534, 561, 603, 607*) across NYC participated in the Special Education Reform Phase 1 Initiative
- These **260 Phase 1 schools** were representative of all 5 boroughs in New York City.
- The **260 Phase 1 schools** were comprised of:
 - **100** Elementary Schools
 - **60** Middle Schools
 - **100** High Schools

PRELIMINARY TREND:

Between 2010 and 2011, initial referral rates decreased twice as much in Phase 1 Schools as they did in Comparison Schools¹.

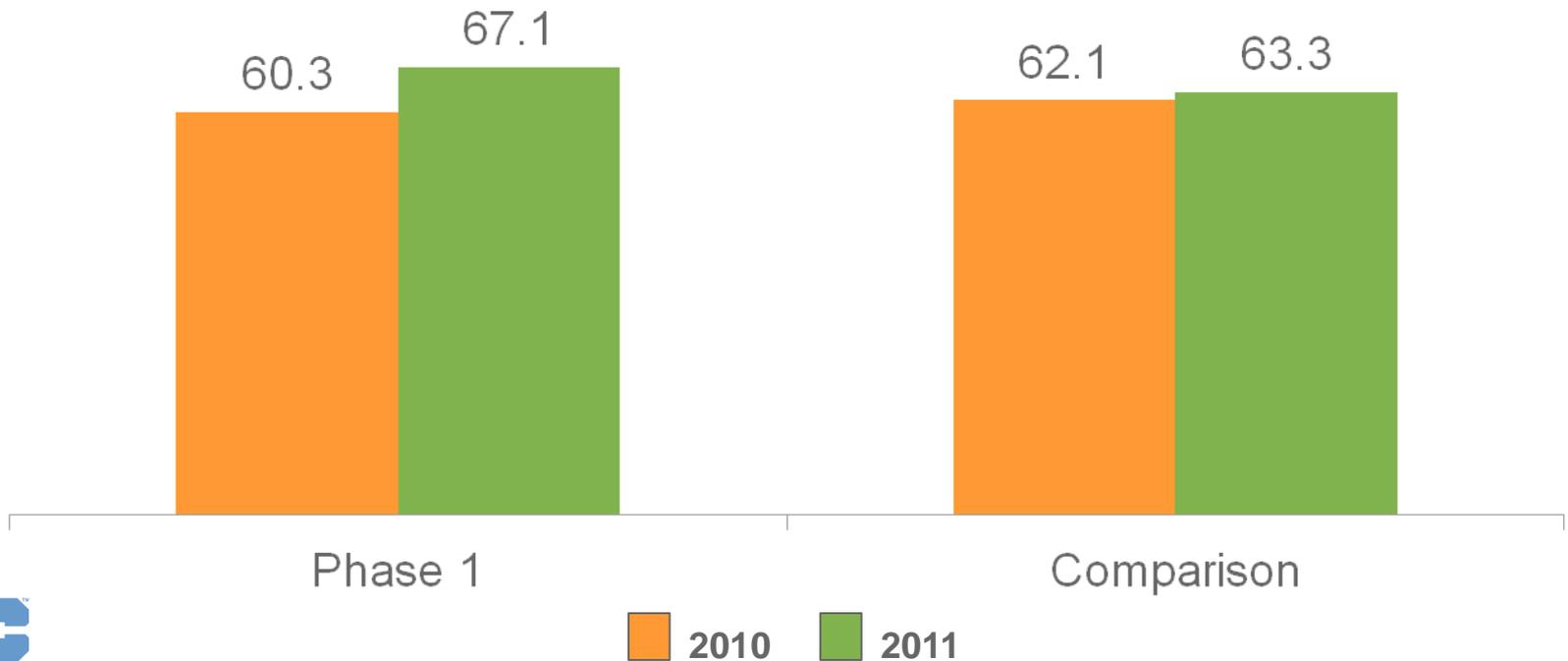
Initial Referrals



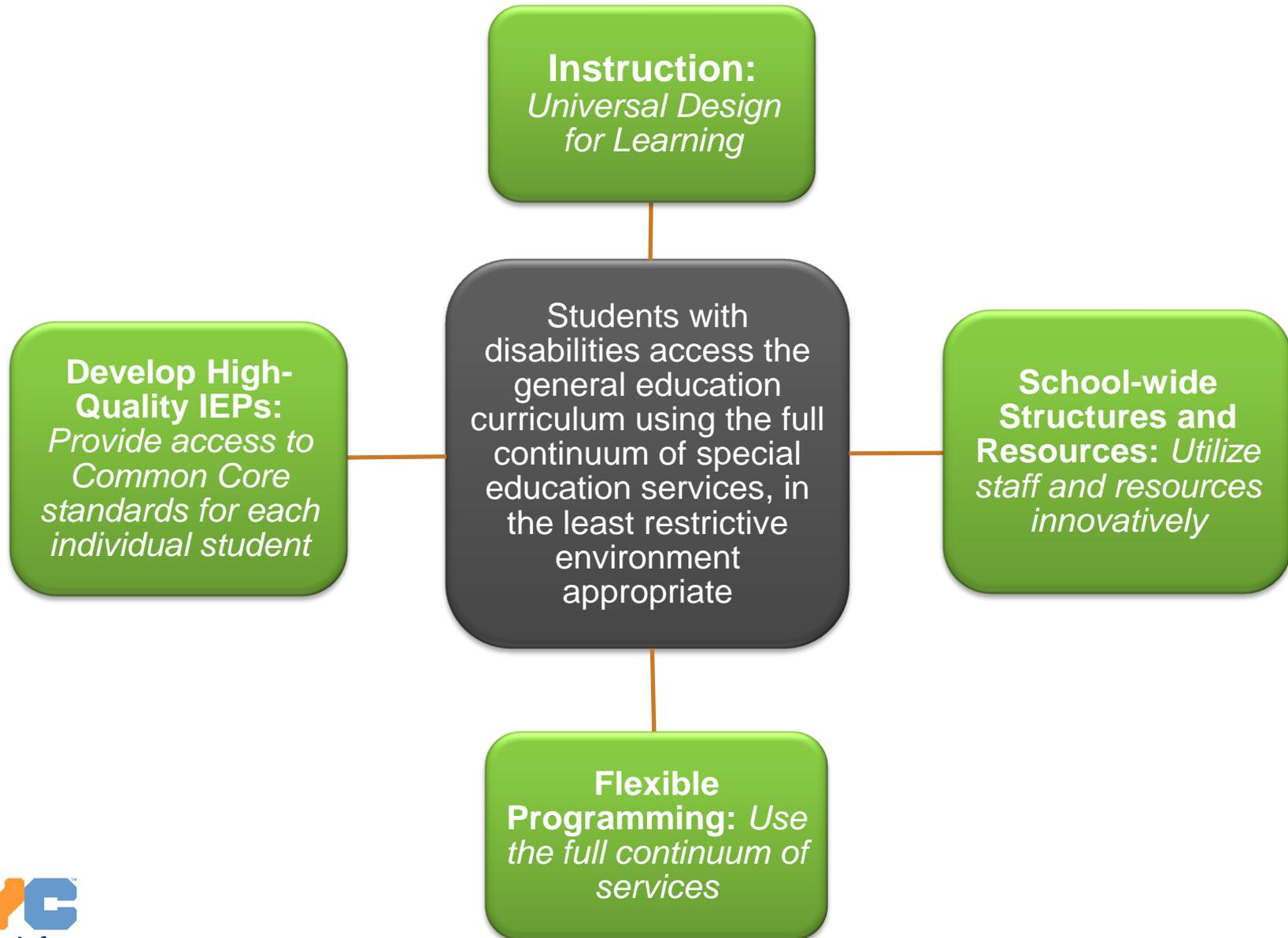
PRELIMINARY TREND:

Phase 1 Schools showed a greater increase in recommendations to less restrictive settings. Between 2010 and 2011, Comparison Schools increased their LRE recommendations* by 1.9%, while **Phase 1 Schools increased their LRE recommendations* by 11.3%.**

LRE Recommendations



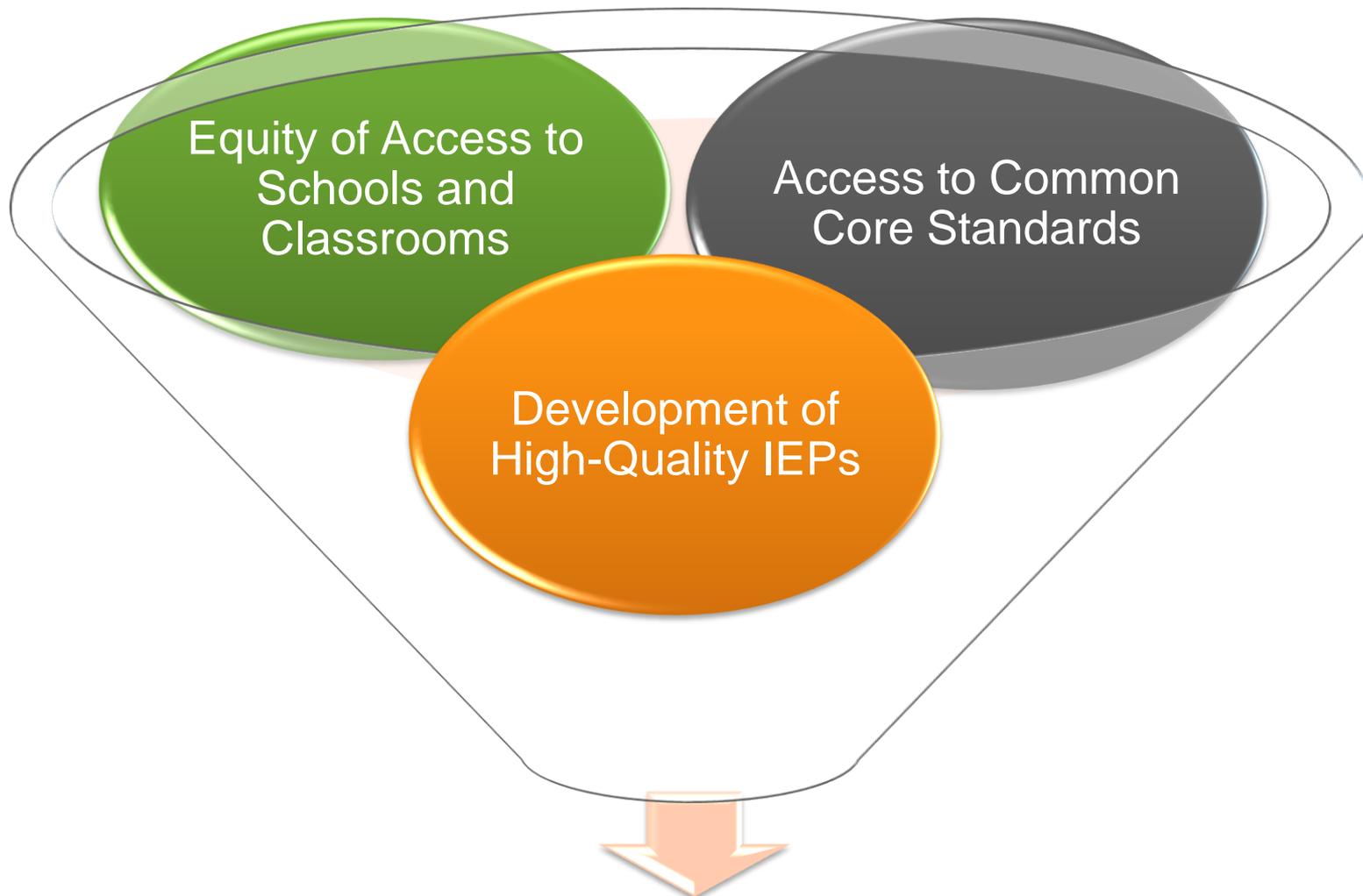
Continuing Work at the School-Level



Special Education Reform & NYS IEP

- **The Individualized Education Program (IEP) drives instruction for every child who receives special education services. The development of High-Quality IEPs is integral to the Special Education Reform.**
- **The New York State IEP (July 2011) supports the implementation of the special education reform in the following ways:**
 - Promotes meaningful opportunities for parents/families to participate in the development, review and revision of the IEP
 - Promotes looking at special education as a service, rather than a place where students are sent
 - Promotes providing appropriate special education services, supplementary supports and services in the general education classroom whenever appropriate

How is NYC reforming Special Education?



Students with disabilities access the general education curriculum using the full continuum of special education services, in the least restrictive environment appropriate

Ongoing Capacity Building & Outreach

>Professional Development Opportunities

- 59 Network Principal Feedback Sessions
- 13 Teacher Focus Groups reaching roughly 500 teachers
- 20 Parent Information Sessions
- Full-Day Network Retreat for Instructional and Operational Leads
- 13 Network Office Hour Sessions reaching roughly 650 Network & Cluster Staff
- Citywide Parent Coordinator Training
- Citywide Training for Psychologists
- Network facilitated school-based support with an instructional and operational focus
- Teachers College Inclusive Classrooms Project (TCICP)

>Additional Staff Positions

- Cluster Senior Instructional Facilitators
- Network Special Education Achievement Coaches

2012-2013 School Budget Allocations

Fair Student Funding

Special Education

Philosophy and Background of Fair Student Funding (FSF)

Philosophy of FSF

- Money follows the student and every school receives the same dollars-per-student based on student attributes

Background

- Fair Student Funding (FSF) was established in FY 2008
- Year-over-year budget reductions have impeded the plan – particularly the state’s failure to implement Campaign for Fiscal Equity (CFE) dollars

How FSF Works

All schools receive a fixed “foundation” allocation (\$225,000) for the principal, a secretary and other minor administrative costs

The money follows the student:

- All schools receive grade level based funding to support basic mandated instruction including the classroom teacher, teacher coverage, support staff and educational materials
- Schools serving Students with Disabilities, English language Learners, or Low Academic Achievers, receive additional funding
- Specialized High Schools such as Career and Technical, Specialized Audition, Specialized Testing and Transfer schools receive additional per pupil funding

Example: John is in 6th grade at a public school in Brooklyn. He is a student receiving IEP services, and an English language learner. Based on his enrollment, his school will receive:



FY12 FSF Weights*

	K-5	6-8	9-12
Grade Weights	1	1.08	1.03
Need Weights	K-5	6-8	9-12
Academic Intervention			
Poverty	0.12	—	—
Achievement—well below standards	—	0.5	0.4
Achievement—below standards	—	0.35	0.25
ELL	0.4	0.5	0.5
Special Education	K-5	6-8	9-12
Less than 20%	0.56	0.56	0.56
20-60%	0.68	0.68	0.68
Greater than 60% (self-contained)	1.23	1.23	0.58
Greater than 60% (integrated) K only	2.28	—	—
Greater than 60% (integrated) grades 1-12	1.9	1.9	2.1
Portfolio Weights	K-5	6-8	9-12
Specialized Audition schools	—	—	0.35
Specialized Selective schools	—	—	0.25
CTE schools	—	—	0.05-0.25
Transfer schools	—	—	0.4

*The weight of 1 reflects the FY12 grade weight per capita of \$4,085 per capita. All other FY12 weights are a factor of the “grade weight” of 1; and can be computed by multiplying the weight by the \$4,085 per capita.

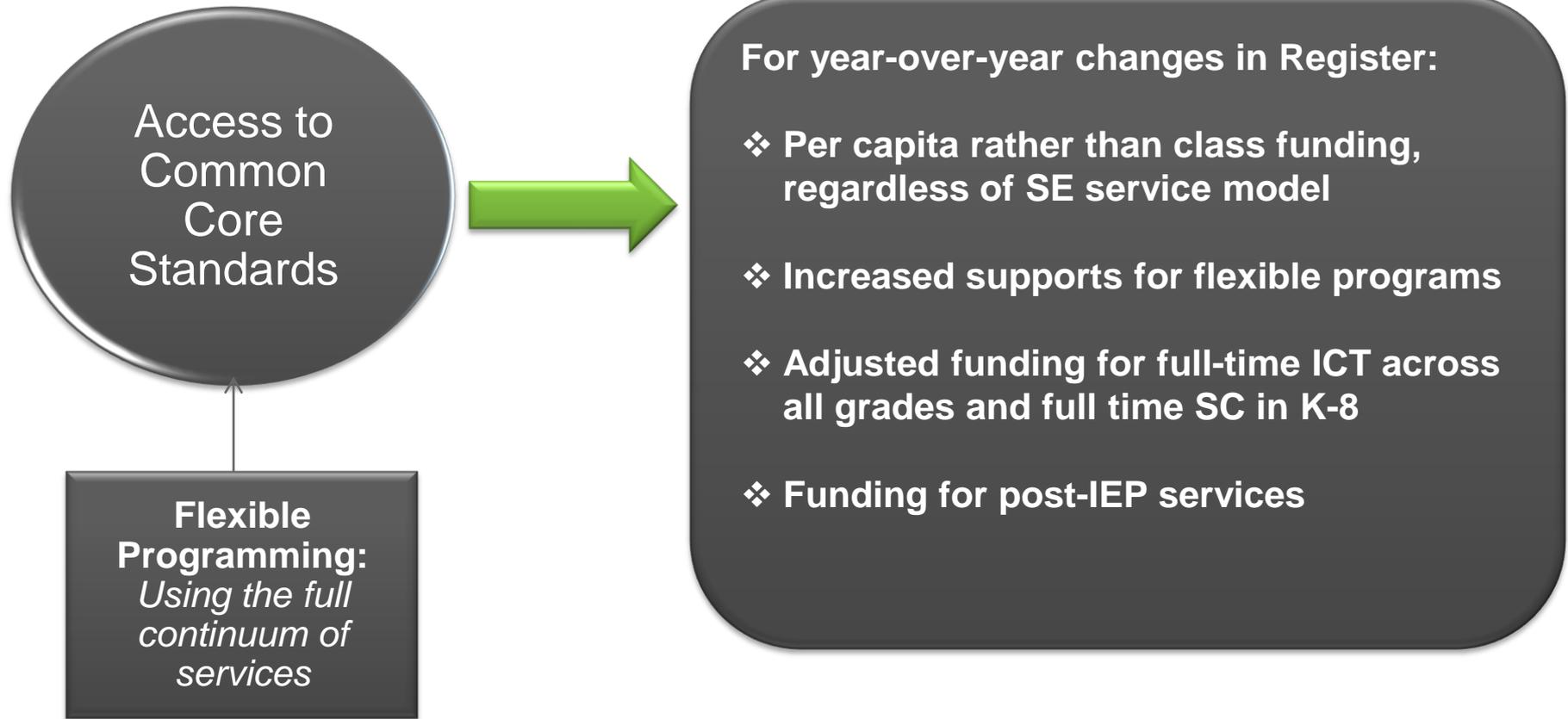
Fair Student Funding Formula

Proposed Changes for FY13

The following slides present proposed changes in the needs weights in Fair Student Funding (FSF). Proposed changes to the Fair Student Funding formula under consideration for 2012-2013 by the Panel for Educational Policy are adjustments to:

- Special Education Weights in support of the Special Education Reform
- Transfer School Portfolio Weight to target support to high schools pupils with significant graduation challenges

September 2012 Funding Proposal



Revised Special Education Funding Formula & Maintaining School Stability

- **Goals:**

- Minimize large year-over-year swings in school budgets which are unrelated to register change for maintenance of stable staffing levels
- Support the system-wide implementation of the Special Education Reform

- **Implementation:**

- FY12 FSF per capita dollars will be preserved for stable registers
- Changes in special education registers will be funded at the new per capita, at each schools' percent of formula.
- All schools will receive a per capita allocation for special education registers, similar to high schools, new schools, and Phase 1 schools
- FY12 allocation for unfilled seats will be backfilled in FY13, and gradually phased down thereafter

FY13 Special Education Per Capitas: Proposal Under Consideration

FSF Needs Weights for Special Education	FY12 FSF per capita	FY13 Proposed FSF per capita	Change
SINGLE SETSS	\$ 2,288	\$ 2,288	\$ -
20% to 60% (multi-SETSS, part time SC, part time ICT)	\$ 2,779	\$ 5,109	\$ 2,330
SC K-8 (12 students)	\$ 5,024	\$ 4,824	\$ (200)
SC 9-12 (15 students)	\$ 2,386	\$ 2,386	\$ -
ICT K (10 students)	\$ 9,314	\$ 8,531	\$ (783)
ICT 1-5 (12 students)	\$ 7,762	\$ 7,109	\$ (653)
ICT 6-8 (12 students)	\$ 7,762	\$ 7,109	\$ (653)
ICT 9-12 (12 students)	\$ 8,579	\$ 7,109	\$ (1,470)
POST-IEP TRANSITIONAL SUPPORT	N/A	\$ 500	\$ 500

Proposals are subject to approval from the Panel for Educational Policy.

2012-2013 Projected Increase in FSF Special Education per pupil Allocation

	<i>FY12 Per Capita</i>	<i>FY13 Proposed Per Capita¹</i>	<i>FY12 total register</i>	<i>F13 total projected register</i>	<i>Change in register</i>	<i>Avg Cost of FY13 register change @ fy13 proposed per capita^{1,2}</i>	<i>Avg Cost of FY13 register change @ fy12 per capita³</i>
Single Service <=20%	2,288	2,288	27,933	29,062	1,129	\$ 2,230,568	2,194,238
Multiple Services 21% to 59%	2,779	5,109	1,681	3,114	1,433	\$ 6,321,854	3,382,409
SC K-8	5,024	4,824	36,022	35,187	(835)	\$ (3,478,213)	(3,563,643)
SC 9-12	2,386	2,386	10,204	10,717	513	\$ 1,057,010	1,039,794
ICT Kindergarten	9,314	8,531	3,071	3,561	490	\$ 3,609,594	3,876,908
ICT 1-5	7,762	7,109	19,058	20,015	957	\$ 5,874,661	6,309,865
ICT 6-8	7,762	7,109	10,834	12,393	1,559	\$ 9,570,111	10,279,080
ICT 9-12	8,579	7,109	16,766	17,429	663	\$ 4,069,906	4,831,560
						\$ 29,255,490	\$ 28,350,211
<i>1 Excludes FY13 Teacher Salary Increment</i>							
<i>2 Allocation is priced at the FY13 preliminary systemwide average funding %</i>							
<i>3 Allocation is priced at the FY12 final systemwide average funding %</i>							

The proposed funding formula drives greater FSF dollars to special education registers.

2012-2013 School Budget Allocations

Fair Student Funding

Transfer & Over-Age Under Credited

Proposed FSF Funding for Transfer & Over-Age Under Credited Pupils

FSF Transfer Weight Status Quo:

- Additional funding for all pupils enrolled at transfer schools, regardless of pupil academic standing
- Wide distribution among transfer schools in the % of the population with heavy graduation challenges*
- No funding incentive for traditional high schools to take pupils with heavy graduation challenges*

Proposal:

- Reduce funding for Transfer school pupils who are not over-aged and under-credited
- Fund over-aged under-credited OTC students enrolling in traditional high schools with the same weights used for similar students who enroll in transfer schools
- 2-year phase-in

Proposed FSF Pupil Per Capita	FY12	FY13	FY14+
Transfer School -- Heavy Challenge	\$ 1,634	\$ 1,634	\$ 1,634
Transfer School -- Non-Heavy Challenge	\$ 1,634	\$ 1,242	\$ 851
Non-Transfer School -- Heavy Graduation Challenge OTC	\$ -	\$ 816	\$ 1,634
Impact	# schools	# pupils	total impact*
Transfer School -- Heavy Challenge	48	4,212	-
Transfer School -- Non-Heavy Challenge		7,526	(5,366,313)
Non-Transfer Schools -- Heavy Challenge	343	3,605	5,366,313
Non-Transfer School -- Non-Heavy Challenge Challenge	75		-
* due to revenue cuts; FSF is not funded at 100% of the formula. Total impact evaluated at the FY12 average FSF rate.			

Heavy-challenge is defined as over-aged and under-credited at transfer schools (OA/UC), and over-aged, under-credited, over-the-counter (OA/UC OTC) at non-transfer schools.

FY13 Proposed FSF Weights

	K-5	6-8	9-12
Grade Weights	1	1.08	1.03
Need Weights			
Academic Intervention	K-5	6-8	9-12
Poverty	0.12	—	—
Achievement—well below standards	—	0.5	0.4
Achievement—below standards	—	0.35	0.25
Heavy Graduation Challenge OTC	—	—	0.18
ELL	0.4	0.5	0.5
Special Education	K-5	6-8	9-12
Less than 20%	0.56	0.56	0.56
20–60%	1.25	1.25	1.25
Greater than 60% (self-contained)	1.18	1.18	0.58
Greater than 60% (integrated) K only	2.09	—	—
Greater than 60% (integrated) grades 1-12	1.74	1.74	1.74
Transitional Supplement	0.12	0.12	0.12
Portfolio Weights	K-5	6-8	9-12
Specialized Audition schools	—	—	0.35
Specialized Selective schools	—	—	0.25
CTE schools	—	—	0.05–0.25
Transfer schools -- Heavy Graduation Challenge	—	—	0.4
Transfer schools -- Regular Graduation Challenge	—	—	0.28