



Office of Diverse Learners Supports & Services

Deputy Chief and Director of Special Education

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What is Special Education?



- Special Education law was established in 1975 (P.L. 94-142) now *Individuals with Disabilities Education Improvement Act (IDEIA)*
 - All public schools must educate students with disabilities from Birth to 21
 - Provide academic and related services in multiple academic settings

Special Education Categories



51%	Specific Learning Disability	4%	Intellectual Impairment-Mild
11%	Developmental Delay	3%	Intellectual Impairment-Moderate
9%	Autism	1%	Intellectual Impairment-Severe
8%	Other Health Impairment	1%	Vision Impairment
7%	Speech Language Impairment	1%	Hearing Impairment
5%	Emotional Disability	1%	Physical Impairment

National Comparison Disability Category



Specific Learning Disability (SLD) for CPS	Specific Learning Disability (SLD) National
51%	37%

Racial and Gender Disparities



Percent of CPS Students with IEPs Demographic Breakdown 2015-16

Student Breakdown	African-American	Hispanic	White	Other	English Learners
Male	20%	18%	15%	10%	19%
Female	10%	9%	8%	5%	

Calculating Cost of Special Education



Sum of the cost of staff and services required to execute all student Individual Education Plans (IEPs) for special education students

Calculating Cost of Special Education



Funding Source	FY 16 Budget (millions)	FY 17 Budget (millions)
State Block Grant (IDEIA)	\$465.4	\$464.7
Federal IDEIA	\$94.4	\$97.8
Local Property Taxes	\$298.8	\$303.0
Medicaid	\$47.9	\$58.0
Total	\$906.4	\$923.5

Source: CPS FY2016 and FY2017 budgets, which are available on the Financial Information section of the CPS web site.

What is an IEP?



Individualized Educational Plan (IEP)

A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary school receives specialized services and related services

*Federal law (IDEIA) requires all IEPs to be funded at each local school level

What is in an IEP?



Under the leadership of the local school principal and staff, an IEP is created through a team that includes parents, principal, teachers, counselors, social workers and anyone else who understands the academic and emotional needs of the student.

Each IEP is required to be reviewed annually to address:

- Present level of academic performance
- Annual educational goals and objectives
- Modifications and accommodations
- Supplementary aids and services
- Related services providers

Description of Services on the IEP



Amount of Services: A statement of the time and duration of services in minutes.

Examples:

- Reading Support 50 minutes 5 times per week in general education
- Speech and language 20 minutes 3 time per week in special education
- Occupational Therapy 15 minutes 2 time per week in special education

Least Restrictive Environment to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program

Growth in IEPs



School Year	Students with IEPs	Percentage of Students with IEPs	Total Enrollment
2012-13	49,735	12.3%	403,461
2013-14	51,001	12.7%	400,545
2014-15	51,648	13.0%	396,683
2015-16	52,595	13.4%	392,285
2016-17	52,093	13.7%	381,349

Budgeting for Special Education



To ensure the the unique needs of ALL students with disabilities are met:

- Scheduled ALL special education students **first**
- Funded ALL special education students **first**, before other dollars were programmed or spent

The Principal serves as the District Representative for Special Education and is responsible to ensure that all IEPs are fully funded

Budgeting for Special Education



When fully funding all IEPs first prevents full general education programming, an appeal process is warranted for review.

- Granted 31 appeals resulting in an additional \$2.8 million to schools to supplement general education funding

4% of special education budgets were held back to accommodate in-year growth:

- Allowing for student movement
- Allowing for school adjustment for increases in enrollment

Budgeting for Special Education



Special Education 20th vs. EOY

School Year	20th Day	EOY
SY 16	52,595	55,473
SY 15	51,648	54,394
SY 14	51,001	53,421
SY 13	49,735	53,548
SY 12	49,750	52,655

Special Education Expenditures



2010-2011	\$791.4 million	\$11,011 per student
2011-2012	\$832.0	\$11,210
2012-2013	\$840.1	\$11,624
2013-2014	\$827.1	\$11,621
2014-2015	\$840.9	\$11,476
2015-2016	\$900.0	\$12,436
2016-2017 Estimated	\$922.4 million	\$12,665 per student

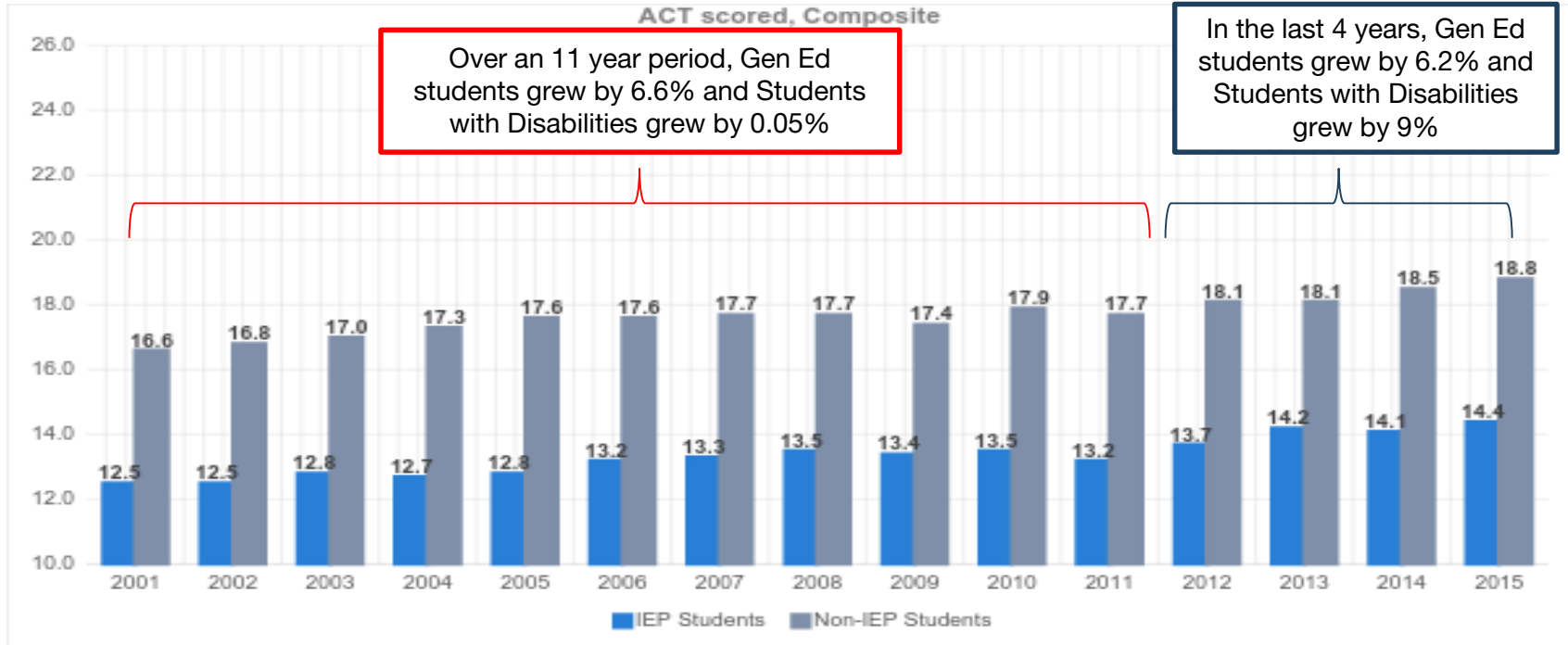
Student-per-Staff Ratios for CPS and Other Urban Districts



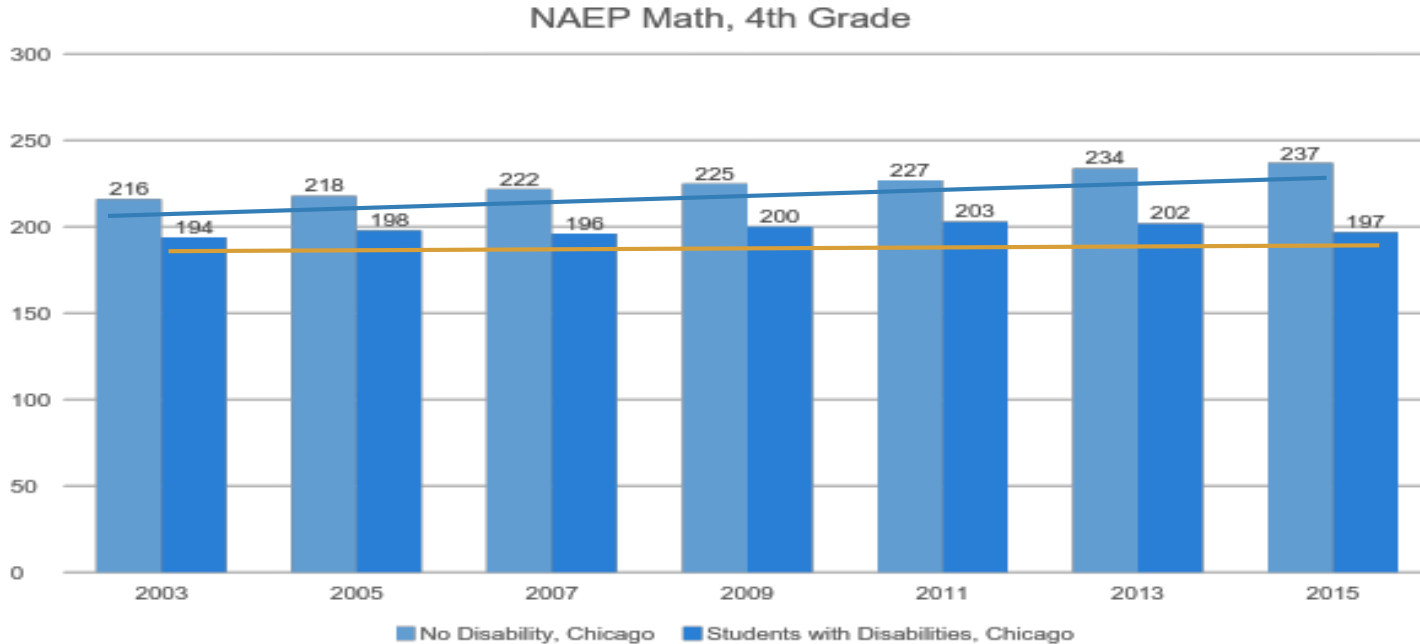
District	Student per Special Education Teacher	Students per Paraprofessional
Chicago Public Schools	12.5	13.1
Average of Other Urban School Districts	14.5	15.1

Sources for CPS ratios: Number of students with IEP's is found in "Limited English Proficiency, Special Ed, Low Income, IEP" report for SY 2016-17, found on School Data section of CPS web site. Number of Special Education Teachers and Paraprofessionals is based on staffed positions in the "Employee Position Roster 09-30-2016" report, found on the Financial Information section of the CPS web site (specifically, special education paraprofessionals are defined as SECA I, SECA II, Bilingual SECA I, and Bilingual SECA II). Average of Other Urban School Districts: Council of Great Cities Schools report on student-per-staff ratios.

Composite ACT Scores



Academic Performance



Source: U.S. Dept. of Education, Institute of Education Sciences, Nat. Center for Education Statistics, Nat. Assessment of Educational Progress (NAEP)



What have we Learned?



- Lack of **objective**, consistent standards to ensure equitable and appropriate resources, instruction and support for students with disabilities
- IEPs were often without **measureable goals** to enable effective progress monitoring
- Incomplete, **inadequate** and insufficient available **data** to inform decision making
- Lack of enforceable **policies and procedures** to hold staff and managers accountable for results

What have we done in Response?



1. **Scheduled** all special education students **first-ensuring** the least restrictive environment was upheld
2. **Funded ALL IEPs first** to ensure all necessary resources are available
3. Built accurate and comprehensive **data systems**
4. Developed **performance metrics** and appropriate interventions to create accountability
5. Created comprehensive and consistent application of **MTSS** across the district, with an unprecedented rollout
6. Focused on **evidenced-based intervention** strategies

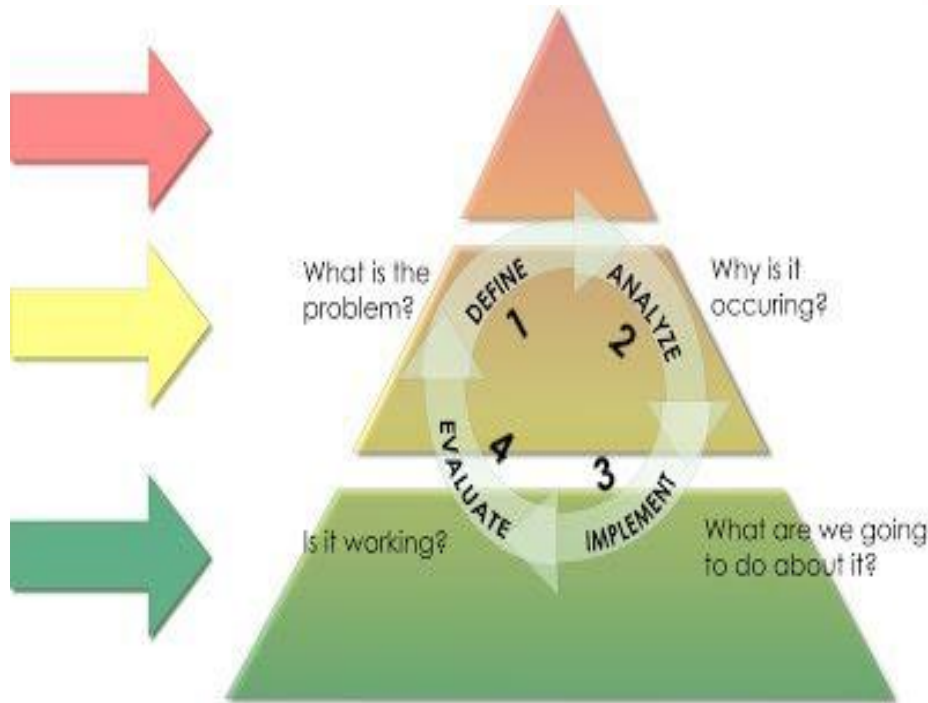
Strongest Tool is MTSS



Tier 3: Deep & intensive supports based on individual and small group needs → (few)

Tier 2: Additional, targeted academic and SEL supports where needed → (some)

Tier 1: Universal instruction in the core curriculum and supportive learning environments → (all students)



DATA-DRIVEN-MTSS Key to REFORM