



Committee's Guiding Principles and Goals for Funding Reform

State resources should be efficiently targeted to students with disabilities in the special education system in order to improve identification, services, and outcomes.

Revise the current weighted funding structure away from placement-based weights in order to efficiently match funding to the service intensity needs of students.



Committee's Guiding Principles and Goals for Funding Reform

The growing cost of providing special education services and supports should be considered in the state budgeting process and in each LEA's annual budget development.

Consider the costs of special education services in addition to projected growth in enrollment when developing state and local budgets.

Issues Identified with the Current System

Special education is a service, not a place.

Instructional arrangement does not align with the intensity of special education services and



Reform Example

Students with disabilities who receive specialized instruction, services and supports as documented in the student's IEP on average

- Level I - less than 30 hours per six-week period = Adjusted Basic Allotment (ABA) multiplied by Factor 1
- Level II -

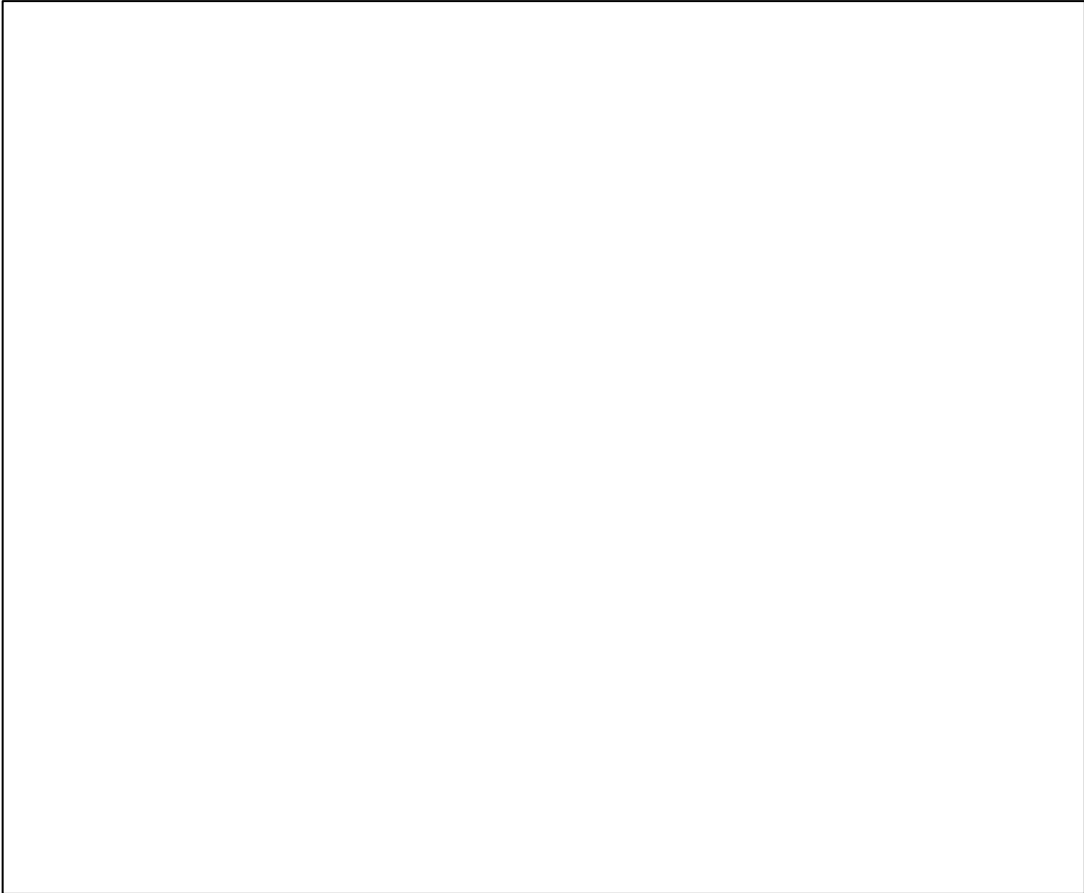
Consider Data Collection

Current State Instructional Arrangement Data Collection

- Special education services provided in a special education setting:
 - For less than 21 percent of the day = PEIMS Code 41
 - For at least 21 percent but less than 50 percent of the day = PEIMS Code 42
 - For at least 50 percent but less than 60 percent of the day = PEIMS Code 43
 - For more than 60 percent of the day = PEIMS Code 44

Federal Data Collection on Instructional Arrangement

- Students are served in the *regular* classroom:
 - At least 80 percent of the day
 - Between 40 and 79 percent of the day
 - Less than 40 percent of the day



Reform Example (continued)

- Change state collection of placement data to match what is submitted



Average Per Pupil Expenditure (APPE)

- National = \$13,964 (estimated for 2022)
[<https://www2.ed.gov/about/overview/budget/budget22/justifications/i-special.ed.pdf>]
- Texas = \$10,830 (for 2021-2022)
[[https://tea.texas.gov/academics/special-student-populaplapla \(b\)1p.6 \(e\)-1.8 \(n\)83.9 \(ia\)-3.6](https://tea.texas.gov/academics/special-student-populaplapla%20(b)1p.6%20(e)-1.8%20(n)83.9%20(ia)-3.6)]



Average Per Pupil Expenditure (APPE)

- APPE is calculated without regard to disability status
- Note that for the high-cost fund, expenses for a student must be more than 3 times the APPE = \$32,490 (for 2021-2022)
- Consideration in the weighted system might begin with a percentage above the APPE and culminate with a percentage above the high-cost fund eligibility amount



Other Suggestions

- Reduce focus on disability specific grants

differentiate between levels of support in each setting

consider funding on basis of enrollment rather than ADA



Considerations

- The dyslexia allotment is funded based on the number of students identified through PEIMS/TSDS. It is not based on student
