Review of Arizona Special Education Programs and Cost

SEAP – Project Update

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ARIZONA DEPARTMENT OF EDUCATION

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Purpose of Review

- ➢ Provide a <u>comprehensive picture</u> of the funding needs for all children with disabilities who receive special education and related services under the Individuals with Disabilities Education Act in the Arizona public education system.

- ➢ Provide ADE, policymakers, and other stakeholders with the necessary data to inform policy changes in the special education funding.

LEA Cohort Sample Demographics

- Intended to represent a minimum of 20% of the public school special education population

- Representation from all 15 AZ counties

- Traditional public school districts and charter schools

- Single site charters and LEAs, and charter networks and larger LEAs

- Representative of urban and rural LEAs

- Representative of Impact Aid students

- Representative of K-8 and K-12 LEAs

- Considerations of LEAs with new Finance and/or SPED leadership staff

Committed LEA Participants

- Amphitheater Unified
- Arizona School for Deaf and Blind
- Casa Grande Elementary
- Chandler Unified
- Chinle Unified
- Cottonwood Oak-Creek Unified
- Crane Elementary
- Duncan Unified
- Flagstaff Unified
- Great Hearts
- Horizon Honors Schools

- Mesa Unified
- Miami Unified
- Phoenix Union
- Pima Unified
- Prescott Unified
- St. Johns Unified
- Washington Elementary
- Whiteriver Unified
- Vail Unified

Task One: Special Education Statewide Demographic and Staffing Trend Analysis

Objective/Task: Identify the <mark>change in the student population</mark> since 2010 to include total change in percentage of student population, age of identification, reported IDEA eligibility category and geographic shifts.

- **Methodology:** Evaluate the student level demographic data for 2020 compared to 2010.
- **Data Source:** ADE student demographic data
- **Population Sample:** State-wide to include School Districts and Charter Schools

Objective/Task: Identify the impact of the <mark>teacher shortage</mark> on special education.

- **Methodology:** Evaluate the teacher and related service provider vacancies as of October 2019. Determine the number and cost for filling these vacancies with vendor/contractors.
- **Data Source:** District survey/data
- **Population Sample:** Representative sample of LEAs

Task One – LEA Level Data Examples

- SPED staffing data from October 2019 (SDER data)
  - Allocations
  - Vacancies
    - Vacancies filled by contracted staff to include costs beyond average district pay costs
    - Vacancies filled by long term substitutes
    - Vacancies not filled

Task Two: Analysis of Transportation Trend Data and Direct Costs

Objective/Task: Identify the ==change in special education versus regular education transportation route== miles from 2010 to 2020. Compare this data to total student enrollment trend data.

- **Methodology:** Evaluate the submitted route mileage data for 2020 compared to 2010.

- **Data Source:** ADE Trans55-1 data; total student enrollment data and special education designation data for same period

- **Population Sample:** State-wide to include School Districts and Charter Schools

Objective/Task: Evaluate the ==actual cost of special education transportation compared to the state funded transportation formula.==

- **Methodology:** Identify the route costs compared to the per mileage funding model.

- **Data Source:** District survey/data

- **Population Sample:** Representative sample of LEAs

Task Two – LEA Level Data Examples

- Selected weeks from Fall 2021
  - Route miles for SPED
  - Contracted miles for SPED
  - Applicable staff pay journals for selected weeks
  - Bus numbers/tag and tank size in gallons
  - Fixed Asset Tag details for above buses
  - SPED parent transportation reimbursements
- FY19 GL details
  - Payroll accumulations for transportation staff
  - Timekeeping/timecard data
  - SPED transportation vendors
  - SPED parent transportation reimbursements

Task Three: Analysis of Out of State and Private Placement

Objective/Task: Identify the <mark>cost for out of state and private placement options</mark>.

- o **Methodology:** Evaluate the out of state and private placement costs and compare to the state funding formula.

- o **Data Source:** District survey/data

- o **Population Sample:** Representative sample of LEAs

Task Three – LEA Level Data Examples

- 2019 Private Placement Data
  - Vendor data
    - Contract amount
    - Amount actually paid
    - PO pay histories cross-walked to student names

Timeline

Engagement Segment	Dates
Task 1 – Special Education Statewide Demographic and Staffing Trend Analysis	Phase 1 - Fall/Winter 2021
Task 2 – Analysis of Transportation Trend Data and Direct Costs	Phase 1 - Fall/Winter 2021
Task 3 – Analysis of Out of State and Private Placement	Phase 1 - Fall/Winter 2021
Task 4 – Analysis of ESA Costs as a Component of Statewide SPED Costs	Phase 1 - Fall/Winter 2021
Task 5 – Analysis of Special Education Direct Program Costs	Phase 2 - Spring 2022
Task 6 – Program Design Evaluation and Financial Analysis	Phase 3 - Summer 2022

Questions/Discussion

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