

A SHARED PATH TO SUCCESS

SPECIAL EDUCATION REFORM
NYC PUBLIC SCHOOLS

PHASE ONE DATA
(2011-12)

**PRELIMINARY DATA FOR
CITYWIDE EXPANSION 2012-13**

NYC

Department of
Education

Dennis M. Walcott, Chancellor

Goals of Special Education Reform

Students with IEPs:

- > have access to a rigorous academic curriculum and are held to high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college and careers;
- > are taught in the “least restrictive environment” that is academically appropriate, and, as often as possible, alongside students without disabilities;
- > receive special education services that are targeted and provide the appropriate level of support throughout the school day; and
- > are able to attend their zoned schools or the schools of their choice, while still receiving the supports they need to succeed

Phase One of the Reform in NYC

Phase One of NYC's special education reform occurred over SY 2010-11 to 2011-12.

> Who was included in Phase One of the Reform?

Phase 1 Schools had diverse student populations

- 260 total schools; 100 Elementary Schools, 60 Middle Schools, 100 High Schools
- Across all 5 boroughs
- Focus has been on articulating grades: kindergarten, 6th grade, and 9th grade

> How did we evaluate Phase One of the Reform?

- Since random assignment was not used to assign Phase 1 status, a viable comparison group had to be developed to evaluate the performance of Phase 1 schools
- Key indicators in Phase 1 schools were compared to the same indicators in comparison group schools



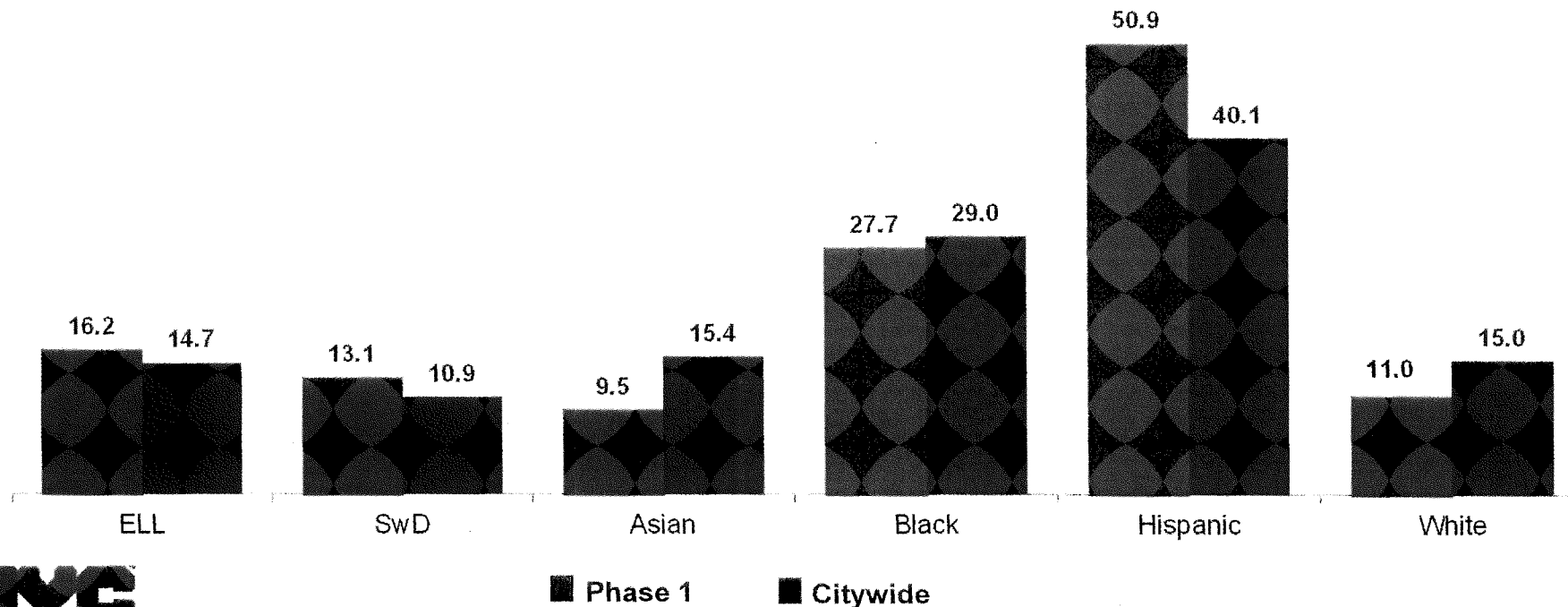
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IN THE FALL OF 2010, 260 SCHOOLS WERE SELECTED TO PARTICIPATE IN PHASE 1

Phase 1 schools serve higher proportions of Hispanic students, English Language Learners, and Students with Disabilities and nearly half of Phase 1 schools are located in the Bronx

Student Demographics in Phase 1 Schools compared to Citywide Averages *



Creation of a Comparison Group: Methodology

Identifying a Comparison Group

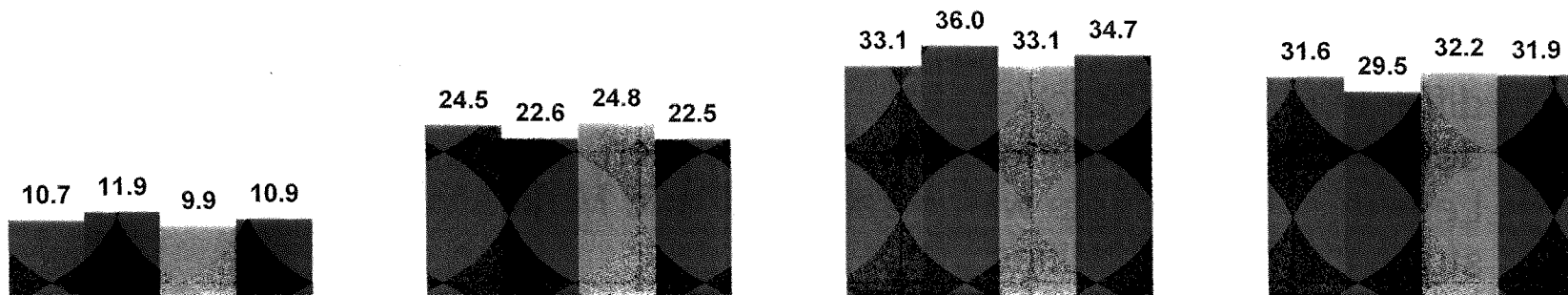
- > Using a statistical procedure called Propensity Score Matching, we matched each Phase 1 school to a comparable school based on each school's demographics, baseline achievement in New York State Math and English assessments, and location in 2009-10 (the year before Phase 1 began)
 - Therefore, Phase 1 schools and the comparison groups of schools do not differ in terms of borough, total enrollment, new school, status and demographics including free/reduced lunch, ethnicity, % English Language Learners, % students with disabilities, and Math and ELA proficiency for students with disabilities
- > Separate models were examined for schools with grades 3-8, grades 9-12, grades PK-2 only, and for new schools that opened in 2010-2011
- > The result was an overall sample of 270 Comparison schools that would be compared to the 260 Phase 1 schools for all subsequent analyses



PERCENT OF STUDENTS WITH IEPs IN EACH PROGRAM SETTING IN PHASE 1 AND COMPARISON SCHOOLS

Phase 1 schools exhibited larger increases in Integrated Co-teaching and larger decreases in Self-contained program settings relative to Comparison schools

Total Number of Students with IEPs in 2012 is 22,900 at Phase 1 Schools and 25,001 at Comparison Schools



Related Services Only
N = 2,731 N = 2,736

SETSS*
N = 5,171 N = 5,621

Integrated Co-Teaching
N = 8,234 N = 8,673

Self-Contained
N = 6,764 N = 7,971

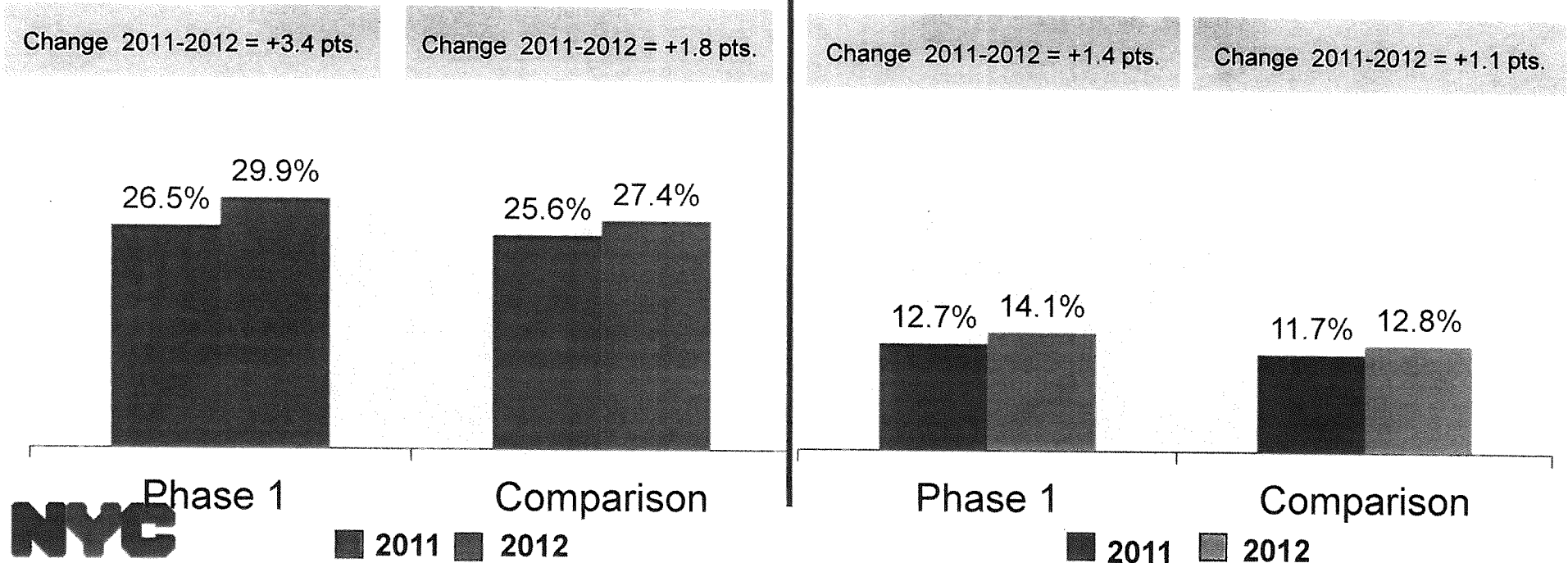


PERCENT PROFICIENCY OF STUDENTS WITH IEPs AT PHASE 1 AND COMPARISON SCHOOLS IN GRADES 3-8 MATH AND ELA

Student-level analysis

MATH

ELA

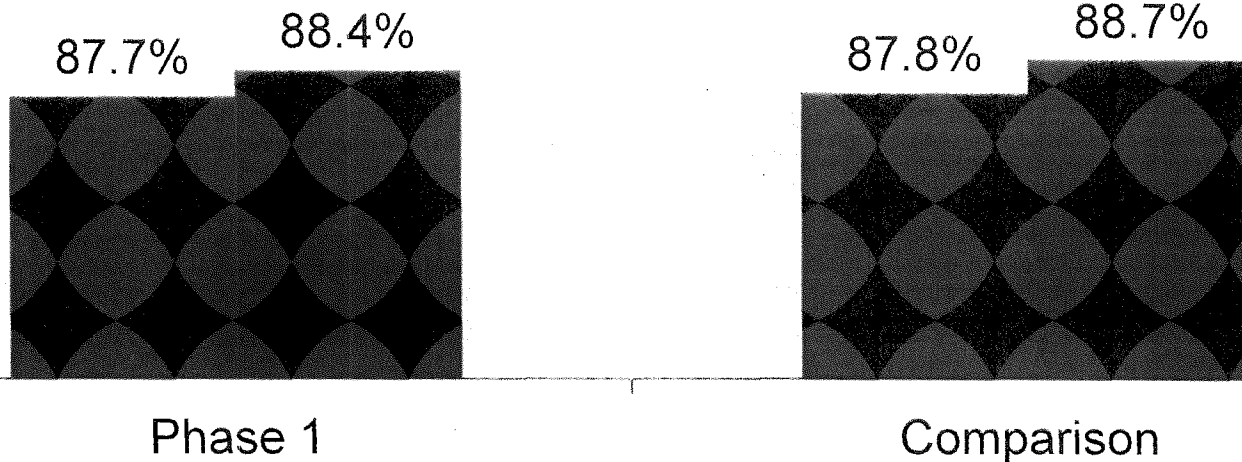


ATTENDANCE RATES ARE COMPARABLE AT PHASE 1 AND COMPARISON SCHOOLS

Students with IEPs

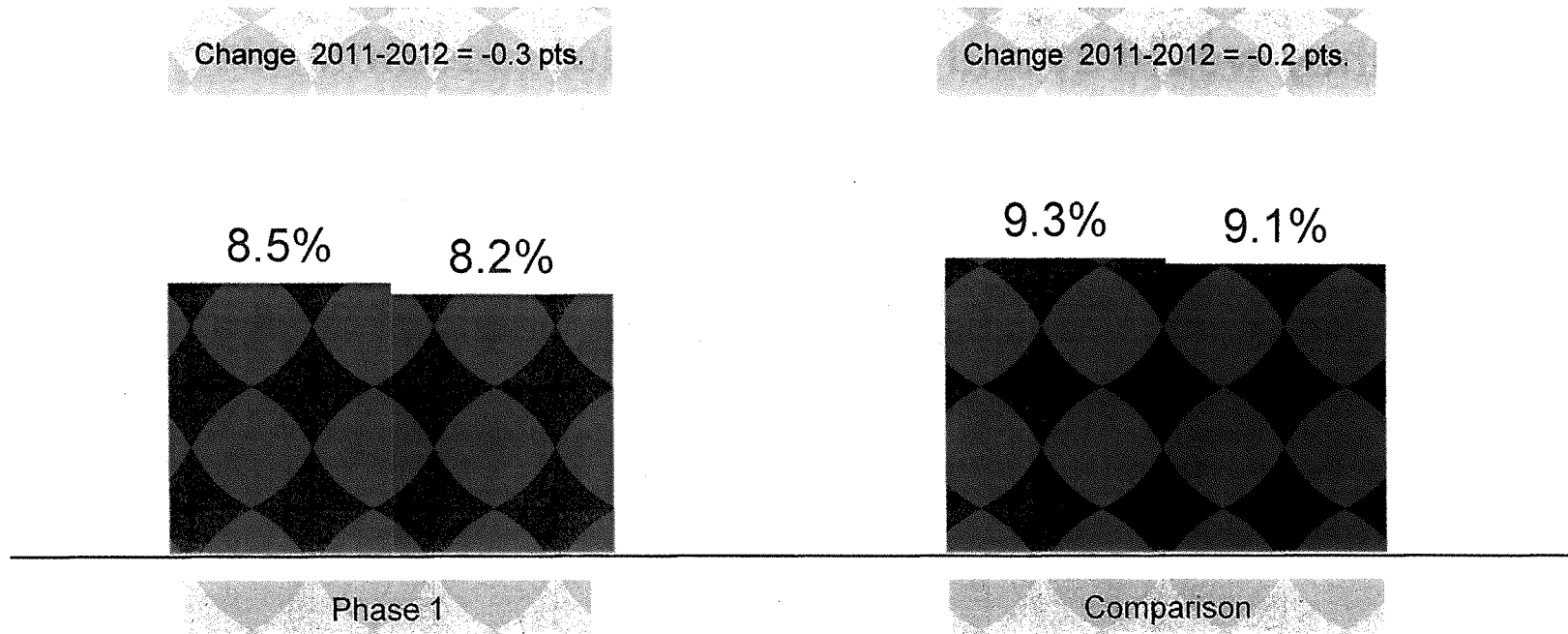
Change 2011-2012 = +0.7 pts.

Change 2011-2012 = +0.9 pts.



PERCENTAGE OF STUDENTS WITH IEPs WITH ONE OR MORE SUSPENSIONS AT PHASE 1 AND COMPARISON SCHOOLS

Students with IEPs



Citywide Expansion of the Reform

Citywide expansion of NYC's special education reform began in Fall 2012

- > Reform implemented citywide in September 2012 in all 1700+ NYC public schools**
- > Students in articulating grades are now able to attend the same schools they would attend if they were not recommended for special education services**
- > Except in rare circumstances, students with disabilities will no longer be required to transfer schools because of changes to their IEPs**
 - Now all schools are expected to meet the needs of the majority of their students with disabilities**
- > Schools have been supported with an expanded framework of professional development**

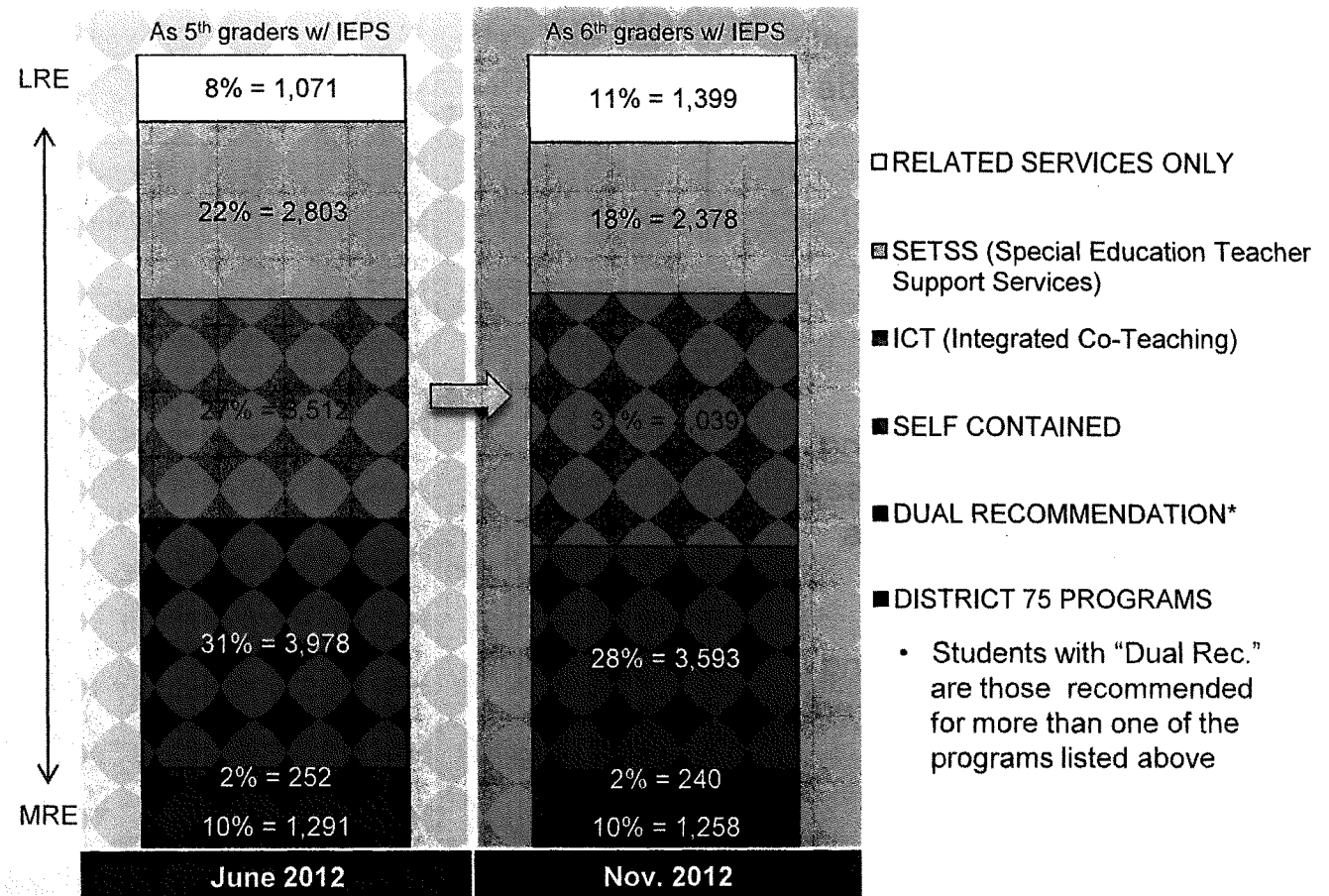
ENROLLMENT CHANGES FOR SIXTH GRADERS

Students with IEPs articulating into sixth grade this past fall moved to less restrictive environments

Articulated SY13 6th Graders with IEPs n=12,907

When these 12,907 students moved from 5th to 6th grade:

- ICT recommendations among these students **increased** by 4 percentage points
- Self-contained recommendations among these students **decreased** by 3 percentage points
- Related services only recommendations among these students **increased** by 3 percentage points



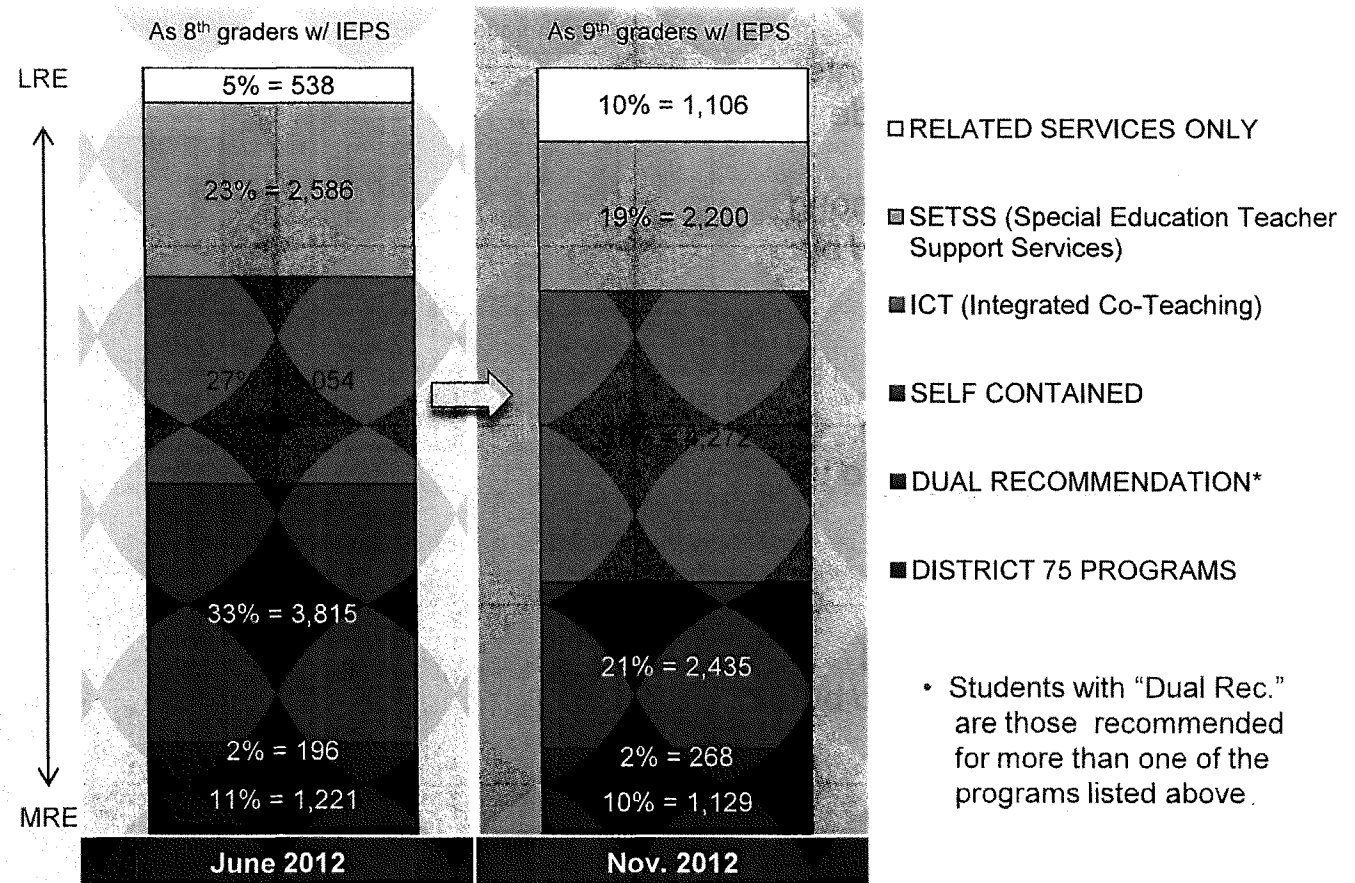
ENROLLMENT CHANGES FOR NINTH GRADERS

Students with IEPs articulating into ninth grade this past fall moved to less restrictive environments

Articulated SY13 9th Graders with IEPs n=11,410

When these 11,410 students moved from 8th to 9th grade:

- ICT recommendations among these students **increased** by 10 percentage points
- Self-contained recommendations among these students **decreased** by 12 percentage points
- Related services only recommendations among these students **increased** by 5 percentage points



Professional Development

- > From September until now, we've given professional development to over 12,000 school-level staff (including paraprofessionals, general and special educators, and school leaders) through 970 workshops
- > Workshop topics have included
 - Specially Designed Instruction (e.g. ICT, SETSS)
 - Developing IEPs aligned to the Common Core Standards
 - Elementary and Secondary Literacy
 - Universal Design for Learning
 - Accessible Instructional Materials
 - Response to Intervention (RTI)
- > We've developed partnerships with key organizations and educational institutions, such as
 - Teachers' College Inclusive Classrooms Project
 - New York University
 - Goldmansour and Rutherford



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