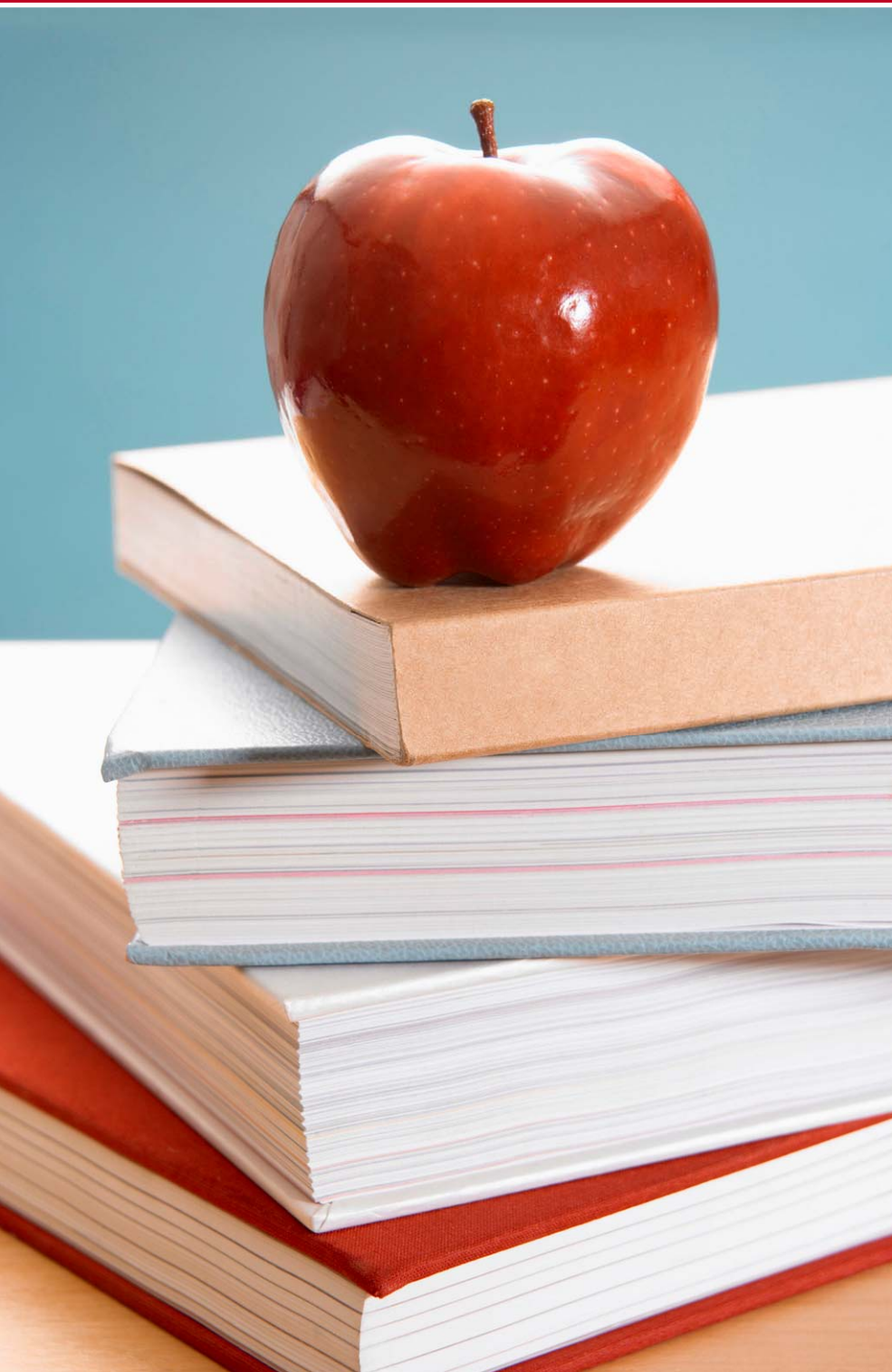


Costing-Out the Resources Needed to Meet Pennsylvania's Education Goals for Students with Disabilities



Special Education
Solutions Based
on the 2007
Costing-Out Study by
the Commonwealth

Augenblick, Palaich
and Associates, Inc.
Denver, Colorado

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Executive Summary: 2009 Special Education Report

School districts have a duty to provide and children with disabilities have a right to receive the basic supports and services needed to succeed in school. The Commonwealth benefits when these students receive an education preparing them for meaningful employment, higher education, and self-sufficiency.

Strategic changes in the funding system for Special Education are needed to fulfill Pennsylvania's commitment to these issues. Most school districts currently do not have the basic resources needed to provide a quality education to children with disabilities. The funding system for Special Education can be improved to provide adequate resources using a needs-based formula and with strengthened accountability. These reforms would produce significant gains, allowing all schools to provide essential Special Education supports and services and giving children a chance for a productive life.

The 2007 Costing-out Study commissioned by the General Assembly found that most districts have large gaps in funding, resulting in a shortfall of resources needed for students to meet state standards. Based on the Study, the state acted in 2008 to form a new funding system for Basic Education aimed at providing adequate resources. The new Basic Education funding system takes into consideration the higher costs associated with educating students in poverty, English language learners, and other district-based factors.

The funding system for students with disabilities was not addressed by the 2008 reforms, although the Costing-out Study recommended that Special Education should also be funded based on these student and district needs. The new report addressing these issues was prepared by the same national consultants who researched the 2007 Study – Augenblick, Palaich and Associates of Denver, Colorado. The new report, ***Costing-Out the Resources Needed to Meet Pennsylvania's Education Goals for Students with Disabilities***, identifies and evaluates Special Education solutions based on the 2007 Study and discusses why it is critically important for the state to finish the funding reforms begun last year.

Key findings of the 2009 Special Education Report include:

- Providing a basic, quality education for students eligible for special education requires, on average, more than twice the cost of teaching students without special needs.
- 391 school districts have inadequate funding for special education, averaging an annual shortfall of nearly \$1 million per district.
- Statewide, the total gap in annual funding for special education is \$380 million. The average per pupil shortfall is \$1,947, based on a total of 194,862 students in districts with a funding gap.
- Raising special education resources to an adequate level for all students would greatly increase the ability of school districts to meet the basic needs of students with disabilities.
- Fundamental needs that often go under-served include: (i) adequate staffing, specialized personnel, and proper professional development; (ii) assistive technology devices and services; (iii) student support programs and services.
- Funding reforms will benefit families and communities by strengthening the education of all students, increasing instructional effectiveness, reducing dropout rates, improving student performance, and lowering long-term societal costs.



“Providing a quality education to students with disabilities has important lifetime benefits for those children and community-wide benefits for everyone.”

Dr. Linda Lengyel, Assistant Professor, Special Education Program, Duquesne University

Introduction

Understanding and addressing the costs associated with educating all children to achieve state academic standards is an ongoing top priority for the Commonwealth of Pennsylvania. Pennsylvania’s governor, legislature, state board of education, and other education and policy leaders have made this point very clear. In fact, recognizing that education provides the bedrock on which rests the Commonwealth’s future economic competitiveness and survival, the Pennsylvania General Assembly in 2006-07 made a significant investment to successfully commission a statewide Costing-out Study through the Pennsylvania State Board of Education. The purpose of this effort was to conduct research across the Commonwealth identifying the specific level of resources needed for every school district to enable its students to meet state and federal academic expectations. The final Costing-out Study, which was released in December 2007, was conducted by Augenblick, Palaich and Associates, Inc. (APA Consulting), a private education policy consulting firm with 25 years experience advising state leaders and citizens on public education issues.

State policymakers moved quickly to respond to the Costing-out Study. In July 2008 the General Assembly passed education funding and accountability reform legislation which was signed into law by Governor Edward Rendell. This new law created a formula for allocating state aid to school districts taking into account differences in their wealth and student need. The new formula incorporated several of the recommendations contained in the Costing-out Study including an increase in funding that matches the overall level of student performance expected by the state. Importantly, the new law also recognized the Study’s findings that there are higher costs associated with educating two specific types of students: those who live in poverty and those who are English language learners.

However, while the legislature and governor made historic reforms of the public education funding and accountability system in the Commonwealth, they did not address a third critical category of students identified in the Costing-out Study – *students eligible for special education*. As with students living in poverty and those who are English language learners, the Study clearly indicated a significant added cost associated with educating students eligible for special education to meet state and federal academic performance standards with needed services and supports. Therefore, while the work of Pennsylvania’s policymakers during the last legislative session represented a major leap forward in education finance, the effort was incomplete.

Key Points

- This report addresses the costs of providing a quality education to students eligible for special education in Pennsylvania public schools.
- The report expands on the discussion of the same subject in the 2007 Costing-out Study commissioned by the General Assembly.

What is special education?

Students need special education when their disabilities affect how they learn in school.

Special education is not a “place” for receiving instruction, but is a set of supports and services to help students learn in the general curriculum according to their needs.

The disabilities of most students are relatively mild, affecting learning in manageable ways.

Most students with special education needs are or may be educated in regular classrooms with their peers. The “least restrictive environment” is a legal requirement, with each family working together with school officials to make this decision and design appropriate, individualized services.

State and federal laws for special education establish the essential programs and practices needed to effectively educate children with disabilities and balance their rights with other students in schools.

The following report, also produced by APA Consulting, is designed to help Pennsylvania’s policymakers and education leaders address the special education funding recommendations contained in the 2007 Costing-out Study. It draws on expertise and input from several sources, including:

- Specific findings from APA’s statewide Costing-out Study, including the extra cost associated with educating Pennsylvania’s children with special education needs. As part of this effort in 2007, APA conducted specific research, including holding panels of Pennsylvania special education experts to identify the resources and costs associated with providing a quality education under state and federal standards to students with disabilities.
- Input received from additional panel meetings held in October 2008 in Harrisburg and Pittsburgh with a variety of Pennsylvania’s special education experts including teachers, principals, superintendents, special education coordinators, and parents of students eligible for special education. [See Appendix A for a list of panel participants.]
- Input received in November 2008 from additional education researchers on what other studies and literature say about the benefits of specific special education resources and programs.

Drawing from these combined sources, the following report seeks to answer the key questions that policymakers will face in addressing how and why resources should be provided to support Pennsylvania’s students with special education needs. The following sections of this report therefore address:

- I. How much does special education cost?**
- II. Why does special education cost more?**
- III. How might added resources be used to improve special education?**
- IV. What benefits can be expected from added special education investments?**
- V. How can accountability systems for special education be strengthened?**

“Special education is the best investment of resources for individuals with disabilities. It is more expensive for the government to support individuals over the course of their lives, if they do not acquire the skills and knowledge in school to become independent, productive adults.” Dr. J. Kaye Cupples, Visiting Assoc. Professor of Special Education, Point Park University

I. How much does special education cost?

A. Understanding the 2007 Costing-out Study.

Identifying the costs associated with educating Pennsylvania’s children under state standards was the focus of APA’s statewide Costing-out Study conducted in 2007 through the Pennsylvania State Board of Education on behalf of the General Assembly. For purposes of the Study, Pennsylvania’s academic expectations included students achieving state standards in 12 academic areas and proficiency in reading and math by 2014.

To determine the resources needed to meet these expectations, APA used three nationally recognized research approaches:

1. A “successful school district” (SSD) approach,
2. A “professional judgment” (PJ) approach, and
3. An “evidence based” (EB) approach.

APA also conducted a cost-function analysis and other analyses designed to understand issues associated with student transportation, educator wages, change in enrollment, and regional cost of living differences across the state. However, the three approaches listed above were the ones primarily used to analyze the resources needed to meet Pennsylvania’s academic standards. The findings from these three approaches provided important perspectives that were then combined to produce a single cost estimate.

The SSD approach examines the spending in those school districts already considered to be high performers in terms of their student results on statewide standardized tests. This approach, therefore, has the inherent advantage of focusing its analysis on those districts that have found ways to successfully educate students to meet state standards. In Pennsylvania, APA identified a group of high-performing districts, based both on current student performance and performance growth over time. The spending and resource usage in these districts was then analyzed.

Key Points

- The costs for special education were analyzed as part of the 2007 Costing-out Study by the General Assembly.
- The Study found that providing a basic, quality education for Pennsylvania students eligible for special education requires, on average, more than twice the costs of teaching students without any special needs.
- Under-funding special education has significant consequences for academic achievement and life-time independence and employment for individuals with disabilities.
- Inadequate resources for special education compromises teaching and learning for all students.



The PJ approach utilizes panels of experienced educators to identify the basic programs and resources schools need to meet state standards. The costs of such resources are then determined based on a set of specific prices.

Panelists first considered the resources required for students with no special needs and then separately considered the resources needed for students with special needs to reach academic proficiency. Students with special needs included: children eligible for special education; gifted students; English language learners; and children living in poverty. A variety of panels were held, including a panel to discuss the needs associated with educating Pennsylvania's children eligible for special education.

The EB approach uses education research to identify strategies that are considered most likely to produce desired student outcomes. Strategies may include options

such as class size reduction, intervention for special student populations, and professional development. APA's evidence-based approach in Pennsylvania began with a comprehensive review of available literature to identify education strategies that are likely to be effective. The strategies with appropriate research support were then presented, via an online simulation, to a panel of teachers, educational administrators, pupil support staff, school board members, and business representatives who were called upon to consider the necessity and relative importance of each strategy. APA then compiled and analyzed the results of these simulations.

The combined data generated by these three primary study methodologies were utilized by APA to identify several key cost elements which were recommended to the Pennsylvania General Assembly. These cost elements included:

1. A "base cost" of educating an average student in the Commonwealth to meet state academic standards. (This base cost did *not* include food service costs, transportation costs, costs associated with community services, adult education, capital costs such as school building construction, or debt service costs.)
2. Cost "weights" for educating students with special needs (including students in poverty, students eligible for special education, gifted students, and English language learners) to meet state standards.
3. Additional "cost factors" associated with differences between school districts based on their size, enrollment trends, and regional cost of living.

APA found that, based on 2005-06 spending levels, the base cost for a student with no special needs was \$8,003. The education budget adopted by the General Assembly for the 2008-09 school year used \$8,355 as the base cost, adjusting the 2005-06 base cost for inflation. APA also identified a series of specific, added cost "weights" which need to be applied to this base cost for a variety of special needs student categories. Such weights were specifically identified for students in poverty (0.43), English language learners (1.48 to 2.43), students eligible for special education (1.3), and gifted students (0.20 to 0.66).

B. What did the 2007 Costing-out Study say about special education?

For students eligible for special education, the 2007 Costing-out Study calculated the added cost weight to be 1.3. This weight means that the cost of educating a student eligible for special education to meet state standards is, on average, more than twice the cost of a student with no special needs. The special education cost weight identified by APA represents an *average* across all disability and service delivery groups. Therefore, some students will cost much more than this figure, while some will cost much less. It should also be noted that, because the cost weight is above the base per-student cost, the full cost for each student eligible for special education is equivalent to 2.3 times the \$8,003 base.

This added cost was found necessary for educators to have the basic tools and resources they need to ensure that all students eligible for special education can meet academic standards. The added cost weight of 1.3 does not represent a “luxury” model for special education, but merely the basic expectation that students with disabilities and their schools will have the essential resources needed to provide a fundamental, quality education under state and federal law. Without this adequate level of resources, educational quality for all students is compromised.

For example, if a district had 1,000 students, 160 of whom were students eligible for special education, then the added cost above the base would be \$1,664,624, or \$10,404 per student eligible for special education. Note that this example uses the Study’s base cost of \$8,003.

$$\begin{aligned} \rightarrow (160 \text{ students}) \text{ times } (\$8,003) \text{ times } (1.3) \\ = (\$1,664,624 \text{ added cost}) \text{ or } (\$10,404 \text{ per student}) \end{aligned}$$

The special education cost weight, along with the other cost weights identified in the Costing-out Study, represent integral pieces of APA’s overall costing-out findings. In fact, based on 2005-06 figures, the requirements for special education resources comprise roughly 13 percent of the statewide total \$21.6 billion costing-out estimate for public education. Failure to implement funding to meet this need in the Commonwealth could undermine the ability of school districts to achieve state academic standards for all students. And as shown by the following table, Pennsylvania has room for making significant improvement in the provision of special education and the outcomes achieved by this student group.

PUBLIC SCHOOL DATA (2006-07) Commonwealth of Pennsylvania	Special Education	All Students
Number of Students	270,930	1,821,383
Graduation Rate	84%	90%
One-Year Drop Out Rate	14.2%	1.6%
State Assessment Passing Rate (average of PSSA reading and math)	31%	68%
Receive at least 80% of instruction in the regular classroom	50% of students	92% of students
Highly Qualified Teachers	92%	98%
Unemployment Rate After Leaving School	71% (1998 national data)	4.3%
Sources: PA Dept. of Education (various sources) and Harris Poll. See Appendix E for specific citations.		

Special Education Expenditures

(2007-08)

- Local – \$1.5 billion (54%)
- State – \$926 million (32%)
- Federal – \$400 million (14%)
- Total – \$2.8 billion

Sources: PA Dept. of Education, Financial Summaries and U.S. Dept. of Education, Funding Allocation State Tables. (See Appendix E for citations.)

C. Comparing actual spending to costing-out estimates.

The costing-out methodology can be used to compare actual spending for special education to the spending necessary for students and schools to have adequate resources for a basic quality education under state standards. This method of fiscal analysis may help to understand the gap between current resources and the level of adequate resources needed.

As described in this report, the calculations of the costing-out method measure the actual needs of students and schools and determine whether adequate resources are available to meet these needs. The adequacy calculations assume the following:

- Schools should provide an adequate level of resources to support special education. The report does not recommend a “Cadillac” model of special education with lots of extras, but just the basic resources needed to provide a fundamental quality education.
- Children eligible for special education require a higher level of resources than other students just to participate in school and have an opportunity to learn and make progress under state standards.
- State and federal laws for special education require that basic standards are met so that children with disabilities receive fair educational opportunities.
- When insufficient resources are provided for special education, the quality of education declines for all students.

When the costing-out calculations are performed for Pennsylvania, the following conclusions are found. [See Appendix D starting on page 39 for the costing-out estimates for each school district.]

- 391 school districts have a potential shortfall in annual spending for special education. 110 districts do not have a shortfall. These 110 districts are not necessarily spending too much on special education, but may have chosen to dedicate a level of resources to special education that is greater than the basic adequacy level calculated by the costing-out method.
- Statewide, the total gap in annual funding for special education is \$380 million. The average per pupil shortfall is \$1,947, based on a total of 194,862 students in districts with a funding gap. This report does not calculate the relative state and local share of the shortfall, as that judgment must be made through the legislative process.
- Eliminating the spending shortfall for special education in Pennsylvania would provide an average annual increase of almost \$1 million per school district and greatly increase the ability of districts to meet the basic needs of students with disabilities, as described in this report.

D. What is the current state system for funding special education in Pennsylvania?

The Pennsylvania General Assembly appropriates funding for special education in each school year. For many years, these appropriations have been calculated using the following method:

1. Decide the statewide level of funding to be appropriated, without direct consideration of student or school needs.
2. Distribute a share of the statewide level of funding to school districts based on the relative size of their total student population, not the number of students in the district who are eligible for special education. State funding calculations currently assume that all districts have 16 percent of all students receiving special education services. Actual data show that the real number of students eligible for special education is higher or lower than 16 percent in nearly all districts in Pennsylvania. (*See PA Dept. of Education, Bureau of Special Education, Special Education Data, specific citation in Appendix E.*)
3. Provide at least a minimum increase for all school districts.

STATE FUNDING FOR PUBLIC EDUCATION IN PENNSYLVANIA				
Year	Special Education		Basic Education	
	Increase	Amount	Increase	Amount
2004-05	2.24%	\$869 million	3.56%	\$4.36 billion
2005-06	2.42%	\$890 million	2.98%	\$4.49 billion
2006-07	2.70%	\$914 million	6.46%	\$4.78 billion
2007-08	1.31%	\$926 million	3.56%	\$4.95 billion
2008-09	1.62%	\$941 million	5.66%	\$5.23 billion
Source: PA Dept. of Education, Financial Summaries. (See Appendix E for specific citation.)				

Over the last 20 years, this method of calculation has changed slightly from year to year. In some years the relative poverty of school districts has been a factor. In the 1980's, the state used a different formula that attempted to cover the "excess cost" of special education for school districts.

None of these state funding systems accurately measure the actual resource needs of students and schools or match annual funding levels to changes in need over time.

E. How does Pennsylvania provide accountability for special education expenditures?

The current system for special education accountability in Pennsylvania has several parts. First, school districts must develop and implement three-year plans for special education. Second, the state collects data about education conditions and outcomes for students with disabilities. Third, the state provides some technical assistance and support for school districts. Fourth, federal law allows the state to impose fiscal consequences on districts with sub-standard special education programs. Experts report that these sanctions are rarely utilized.

Another aspect of accountability is that many state and federal standards exist for the services provided for and the academic performance of students with disabilities. Children eligible for special education have legal rights to receive assistance and accommodations from their school so they can make academic progress in the general education curriculum. School districts are required to fully comply with these standards as established by the Individuals with Disabilities Education Act, the No Child Left Behind Act, other federal laws, and Pennsylvania regulations implementing these laws. The Commonwealth is required to monitor and enforce district compliance with all legal standards for educating children with disabilities.

Pennsylvania experts and educators report to APA that the state's accountability system for special education can be strengthened in important ways. The state could provide stronger expectations, monitoring and support, as well as recognition of best practices and consequences for non-compliant districts. Improving accountability may be particularly important if the state chooses to revise its funding system for special education to provide additional resources. See Section V. below for more information.

F. What funding systems are used by other states for special education?

States use a wide variety of funding systems for special education. As reported in 2000, the greatest number of states - 19 in total - use a needs-based formula to annually calculate the level of special education funding and distribute these resources to school districts. The needs-based formulas work by: (i) counting the number of students in each district who are eligible for special education; (ii) multiplying the student count in each

district by a base cost amount representing the resources needed for students without special needs; and (iii) further multiplying the result by an extra cost factor – called a “pupil weight” – reflecting the added resources needed to support special education for students with disabilities. In 2008 Pennsylvania adopted this kind of needs-based system for basic education with weighted factors associated with the costs for pupils in poverty and for English language learners. The 2008 reforms did not apply this kind of approach to special education funding in the state, although this was recommended by the General Assembly's 2007 Costing-out Study.



Beyond the needs-based approach, a smaller number of states use the following kinds of funding systems for special education. Eleven states provide each school district with a fixed or lump sum amount of funding, often based on the relative size of each district as measured by total student enrollment. Pennsylvania currently follows this approach. Seven states reimburse school districts for a set percentage of approved local expenditures for special education. Twelve states provide funding directly for special education teachers, materials, and other specified resources. Two states evaluate each student's individual needs, place each student into a cost category, and provide a funding amount that varies based on the assigned cost category.

“With appropriate supports and services, students with disabilities can learn and succeed in school. Educators know what to do, but often lack the resources to be effective.”

Dr. Michelle McCollin, Assistant Professor, Dept. of Special Ed., Slippery Rock Univ.

II. Why does special education cost more?

A. Obligation to provide a basic quality education.

The first words of the Individuals with Disabilities Education Act (IDEA), the federal law for special education, include the following statement:

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” 20 U.S. Code 1400(c)(1)

Children with disabilities deserve a quality education. This is required by state and federal law, but is something that every parent, educator, and policy maker naturally understands as vital for the future well-being of both individual children and the Commonwealth. As stated in Pennsylvania law: “Children with disabilities [shall] have available to them a free appropriate public education which is designed to enable the student to participate fully and independently in the community, including preparation for employment or higher education.” 22 Pa. Code 14.102(a)(1)(i).

The 2007 Pennsylvania Costing-out Study and similar studies in other states find that it costs more than twice as much to provide a basic quality education to students eligible for special education compared to students without such needs. This new report and the 2007 Study both aim to explain the cost of providing basic programs and services to meet the needs of children with disabilities in compliance with state and federal law. Students have a right to this kind of basic quality education. The following sections describe some of the conditions and costs necessary for meeting minimum basic standards for a quality education. Most importantly, failing to provide the essential resources for special education can compromise the quality of teaching and learning for all students, not just children with disabilities.

Key Points

- Improving education for students with disabilities is vital to their self-sufficiency and full participation in society.
- In addition, many aspects of special education are required by state and federal law.
- Meeting the educational needs of children with disabilities requires extra services and programs which are not needed by other students.
- Providing quality special education can be costly, when meeting student needs for technology, support services, and extra instructional time.
- Costs have increased over the years as science has progressed, identification and treatment have improved, and parents have become better advocates.

Don't schools provide what is needed, regardless of cost?

State and federal law prohibit schools from using cost as a reason to deny an accommodation or support service to a student with a disability. But special education teachers and administrators in Pennsylvania, and their peers across the country, report that schools commonly take cost into consideration in the following “unofficial” ways. Educators often feel pressure from their superiors to minimize costs by:

- Delaying the initial identification of children for evaluation.
- Evaluating children’s needs to emphasize less costly disabilities.
- Recommending only some of the many services and supports that could help a student in school.
- Recommending that services be provided less frequently than the optimum level.

These tactics may actually increase the ultimate long-run cost to the education system, as inadequate special education may lead to teacher frustration and turnover and slow the learning process both for students with disabilities and their peers.

B. Specific cost factors in special education.

There are a number of reasons why providing special education costs more. Perhaps the most obvious is the fact that emotional, intellectual, or physical disabilities directly impact a child’s capacity to achieve key learning goals and milestones in the same manner as students without disabilities. Ensuring that students with disabilities can meet key learning goals requires additional time, equipment and technology, materials, personnel, and effort. Children and youth without disabilities or other special needs such as poverty normally do not need such extensive (and expensive) assistance to succeed in school.

Such added resources can range from providing assistive technology for children with hearing or visual impairments, to modifying classrooms or school facilities to accommodate specific physical disabilities. It can include providing therapists and nurses to meet physical developmental needs, as well as psychologists, counselors, and other mental health experts to support students’ behavioral needs. And it certainly includes added supports and training for teachers, administrators, and aides to help them work more effectively with a wide range of students. Again, these “extra” resources are usually unnecessary for students without disabilities, but are often essential for children with disabilities to learn in school.

Actual resource requirements for each child vary greatly based on the individual’s disability and level of need for learning. Experts indicate that approximately two-thirds of children eligible for special education have relatively “mild” special education needs, requiring a lower level of resources than those with more complex disabilities. However, there is great variation in cost within all categories of disability. And even students with “mild” special education needs nevertheless require significant added assistance when compared to children with no

special needs. For example, experts report growing incidences of mental health issues that can require intensive support in school. And every child identified with any possible disability – mild or severe – must be evaluated by qualified personnel through an intensive evaluation process. Such evaluations can result in significant costs, as can the assessments and planning required to ultimately prescribe and initiate support services for qualified children.

The provision of such basic resources, services and personnel, however, is not only a moral imperative for any state, but a legal one as well. In fact, federal laws such as the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) each outline a series of significant requirements with which education officials must comply to serve the needs of children eligible for special education. State law in Pennsylvania contains parallel requirements. Such requirements range from the provision of assistive technology devices and services to meet physical and developmental student needs, to creation of “Individualized Education Programs” that ensure every child eligible for special education makes appropriate academic progress, to provision of a “least restrictive” education environment, to a mandate that all students move toward achieving both reading and math proficiency on state assessments.



These laws, and the court decisions that have followed them, represent the crystallization of a broad societal understanding that education is an essential tool for creating a productive citizenry, and for enabling all children – regardless of either fiscal or physiological circumstance – to reach their potential. Virtually all stakeholders can agree with this intent. How reforms are implemented to meet such necessary societal goals, however, has significant and definite financial resource implications. Children with disabilities have a right to expect the basic services they need to succeed in school, but most school districts do not have the local resources to support their legitimate needs without additional state funding.

For instance, providing many students eligible for special education with instruction in regular education classrooms is a practice supported by educational research findings, parent advocates, special education teachers, and state and federal law. As a result, Pennsylvania public school districts – similar to those in other parts of the country – have to some extent started to move away from past practices that segregated students eligible for special education into classrooms largely isolated from the regular student population. Progress on this issue has been slow. Inclusion is not for every student, as determined jointly by the parents and teachers for each child, but the disabilities of most students eligible for special education do not preclude this practice.

However to execute inclusion in a quality fashion requires significant resources. This is largely because all teachers and classrooms must become prepared to include students with disabilities in the learning process. Therefore, rather than focusing resources on an individual classroom with multiple students eligible for special education, school leaders must now devise effective ways to meet the needs of individuals spread through multiple regular education classrooms. Research and experience show that appropriate inclusion with instruction for diverse learners can benefit all students, but adequate resources are needed to achieve this objective. It should also be noted that

some separated settings can involve large costs, especially when students are transported to and educated in a location away from the regular, neighborhood school.

In addition to inclusion, it is a challenge to meet the special education needs of students through the individualized provision of various accommodations and support services. Such a challenge can be accomplished as long as appropriate resources are available to address the wide variety of student and teacher

needs. Unfortunately, many school districts in Pennsylvania simply do not currently have the resources they need to execute a truly effective, well-designed approach to special education. Required resources can include the addition of more aides, counselors, and teachers to work directly with students. It can include supplemental curricular materials and smaller class sizes to allow teachers more capacity to meet the needs of all students. It can also include provision of equipment, materials, training, and professional development for teachers and aides. In fact, according to input from Pennsylvania experts, the daily preparation time required for teachers is increased significantly to accommodate the needs of children eligible for special education.

Some aspects of providing a quality education to students with special education needs have become increasingly costly in recent years. First, Pennsylvania's districts and schools have faced an expansion in the number of children identified as requiring special education services. As shown in the table above, this expansion has been steady over time. In the past five years alone, special education enrollment has increased by more than 25,000 students. This places a significant and increasing strain on the ability of schools to meet the needs of all students.

Experts point to a number of reasons for this expansion of need. First, scientific advances in medical technology have greatly increased the survival rates of babies born either prematurely or with significant physical or mental disabilities. This increase carries with it resource consequences down the road when children attend school requiring additional support to reach their potential. In addition, science has made strides in identifying and developing treatments for children with a wide range of disabilities. Such disabilities, notably including autism spectrum disorder and a variety of mental health disabilities, were in prior years either unknown or misunderstood in the public education setting. With scientific advances in understanding, however, they can now be addressed even though doing so involves additional cost. Such costs may continue to grow in the future as services and therapies increase in complexity and expense.

A second cost factor is that parents across the country and in Pennsylvania have become more educated about the rights of their children with disabilities. Parent involvement greatly benefits student outcomes and helps to bridge the home and school-based efforts for helping each child.

PENNSYLVANIA SPECIAL EDUCATION ENROLLMENT			
Year	Percent of Overall PA Student Enrollment that is in Special Education	Total Special Education Enrollment	Percent of Students Eligible for Special Education Who Are Served in Regular Classrooms at Least 80% of Day (<i>national rank from the top</i>)
2002-03	13.5%	245,000	43% (42 nd)
2003-04	14.0%	255,000	44% (47 th)
2004-05	14.4%	264,000	47% (48 th)
2005-06	14.8%	270,000	50% (46 th)
2006-07	14.9%	271,000	53% (40 th)
Sources: PA Dept. of Education, Special Education Data Reports and U.S. Dept. of Education, IDEA Data Accountability Center. (See Appendix E for citation.)			

Parents are now often motivated to press school district officials to provide services for their children if they do not believe the student's needs are being met. Working out potential disagreements through team meetings of parents and educators for each child may require significant time and expense. Active parent advocacy, although desirable, also increases the potential for districts to incur legal and other due process costs when insufficient resources result in a failure to meet student needs and irreconcilable disagreement occurs.

A third cost factor is that in many cases qualified personnel to provide needed services – including psychologists, physical and occupational therapists, speech language pathologists, audiologists, and other specialists – are in short supply. In fact, the demand for these positions is so high that experts report that open jobs either often cannot be filled or school districts must be willing to pay the high salaries needed to attract and retain qualified candidates.

As stated previously, the reasons enumerated above for the cost of special education in Pennsylvania are supported both in APA's 2007 statewide Costing-out Study and from the two additional panels of Pennsylvania special education experts conducted in 2008. Unfortunately, input received by APA also indicates that current resource levels are insufficient to meet these costs and to properly implement special education programs.

APA finds that this failure to provide special education resources can shortchange not only students with disabilities, but other students as well. This is because, as reported to APA in multiple instances throughout its work and research, faced with chronically insufficient funding for special education, resources become stretched thin and some school and district officials are forced to spread resource deficiencies across all programs. In many cases, the overall quality of programs available to all students is diminished. Such deficiencies will need to be addressed in order to fulfill the full promise of the Pennsylvania General Assembly's actions in 2008 in adopting a major portion of the statewide Costing-out Study's recommendations.



“Without special education funding reform, the inefficient distribution and shortage of resources of the current system threaten to deprive children and schools – especially those most marginalized – of the tools and supports they need to succeed.”

Dr. Thomas Neuville, Associate Professor, Special Education, Millersville University

III. How might added resources be used to improve special education?

Key Points

- School districts must provide extra services and programs to meet the needs of students with disabilities.
- These additional education resources can be costly, but are necessary for children to learn and are often required by law.
- When schools provide these services and programs, students and teachers are more successful.
- The additional resources fall into several major categories: personnel; professional development and training; assistive technology and materials; and programs.

Resource issues for special education are an especially complex area of public education and broader public policy. The state’s 2007 Costing-out Study and this report evaluate the resource gaps that exist for special education in Pennsylvania. But under state and federal law such gaps are not supposed to compromise the quality or level of services provided by schools to meet student needs. Of course underfunding does undermine what schools can do to support special education. But students and parents retain legitimate legal rights to appropriate services, properly trained teachers, necessary assistive technology, and other elements of a quality education program for their children with special needs. Most importantly, communities and the state end up paying much more for adults with disabilities when funding is not provided for quality special education programs in schools that help children to grow into self-sufficient individuals. Thus, quality special education services are not merely “best practices” or desirable investments but are often both cost-efficient for the state and legally mandated for children.

The input APA received throughout its work in Pennsylvania over the past two years yielded a wealth of information regarding the types of investments in special education services and

programs that school districts would seek to make if the requisite resources identified in the Commonwealth’s 2007 Costing-out Study are made available. These investments, which are described in detail in this section, were identified by numerous Pennsylvania experts, special education practitioners, teachers, parents, school and district leaders, and education researchers.

These ideas represent the best thinking of experts on how districts can meet Pennsylvania’s special education student performance expectations. Meeting such state standards is critical for all students with disabilities to graduate high school with the skills they need to live with

independence and succeed in the workforce and in postsecondary education. Resources can make a difference – in fact, some data indicates that relatively wealthy school districts, with more local resources to devote to special education, are better able to meet state standards for students with disabilities. **For example, half of all students eligible for special education in the fifty wealthiest districts are meeting state academic standards in reading and math, while only one in four meet these standards in the fifty poorest districts.**

Pennsylvania Academic Performance Results by District Wealth	2007-08 Combined Average Reading and Math Passing Rate on PSSA	2008-09 Property Market Value/Personal Income Aid Ratio (greater poverty indicated by higher ratio)
50 Poorest School Districts	24.95% (Students in Special Education)	0.77
50 Most Wealthy School Districts	50.35% (Students in Special Education)	0.21
Statewide average	70.70% (All Students)	0.55
Sources: PA Dept. of Education, PSSA Results and Aid Ratios (See Appendix E for specific citations).		

The special education programs and services described below do not represent anything more than the basic types of resources that experts and legal requirements say are absolutely necessary for students eligible for special education to meet state standards. Nor are the described resources meant to be an exhaustive list of the areas where districts might invest should additional funds become available. Instead, they are meant to be illustrative of the most common areas of need that were identified through APA's work. Therefore, while not every district will require all the resources described below, the discussion here provides policy makers with an idea of the types of investments most likely to be made to meet the needs of students. As discussed in previous sections of this report, students without disabilities generally do not need such extra programs and services in order to learn in school. (On the other hand, all students benefit when teachers are better prepared to provide instruction for diverse learners.) Due to current funding shortfalls, many school districts in Pennsylvania are unable to provide these essential resources for special education.



Additional resources needed by students eligible for special education typically fall into several major categories:

- A) Personnel;
- B) Professional development and training;
- C) Assistive technology devices, services, and materials; and
- D) Specialized programs.

The following discussion provides additional detail of the types of resources associated with each of these categories. It should be noted that, while these are presented as separate resource categories, the four areas are significantly intertwined. For instance, implementing high quality programs can often require additional school district personnel. However, adding such personnel also requires a significant investment in professional development and training. Such training is vital to the successful application of many investments in new equipment, computer programs, and other assistive technology needed to improve the quality of services provided to students eligible for special education.



A) Personnel

With appropriate additional resources provided to them, school districts will invest in a range of personnel to supplement and greatly improve their existing ability to serve students eligible for special education. Currently these types of personnel often either are unavailable or too expensive for districts to afford, or their time is spread so thin serving large numbers of students or schools that they are unable to provide the level of service needed for students to be successful.

Experts indicate that addressing these issues in many cases will require either adding new staff or increasing currently part-time personnel to full-time status. Such a full-time staffing model will help ensure not only that these personnel are consistently available, but that they will also develop a stronger sense of familiarity and understanding of the specific needs of the students and teachers in their school.

The types of staff most needed in Pennsylvania schools to serve their students eligible for special education include those designed to address three critical needs:

1. Inclusion support: The need to appropriately support instruction for students eligible for special education in regular education classrooms.
2. Improved communication: The need to improve communication among schools, districts, teachers, and parents.
3. Specialized service delivery: The need to provide very specialized support and services to children that are beyond the training and capacity of regular education personnel.

Supporting the Inclusion of Children Eligible for Special Education in Regular Classrooms

Experts point to the importance of instructing students with disabilities in regular education classrooms. Although inclusion is not appropriate for some students and may not always be necessary for the entire school day, placement in the “least restrictive environment” is required by law and supported by most families. Teachers often note the benefits of appropriate inclusion for learning academic and social skills by both the students with disabilities and their peers. Pennsylvania has made only slow progress in this area, as indicated by the chart on page 14 of this report.

Successful implementation of inclusion requires adequate funding and resources. Without adequate resources, inclusion presents many challenges. After the direct impact on each student, chief among these challenges is that placed on the regular education teacher. To properly implement an inclusive model, teachers must learn to juggle and manage an ever-widening range of student behavioral, emotional, and learning needs. Absent additional resources, meeting the challenge of educating all students to meet escalating state performance expectations can result in teacher demoralization and burnout. Loss of teaching talent to such burnout should be of major concern to state policymakers. It represents a significant, uncalculated cost in finding, hiring, and re-training new teachers each year, many of whom may also leave the profession for the same reasons as their predecessors.

“Some teachers are initially a little wary about teaching children with disabilities in their classroom. The right training and support makes them better teachers for all students.”

Dr. Cynthia D. Kainaroi, Principal of Marshall Middle School, North Allegheny School District.

Adding staff – including additional regular education teachers and trained special education teachers – to reduce class size is one key strategy for addressing this challenge. The simple fact is that, with smaller classes, teachers can spend more time assessing and addressing the wide disparity of student needs they face in an inclusive setting. Providing additional aides or paraprofessionals to support teachers in the classroom is another way to increase teacher capacity, reduce burnout, and improve existing program quality.

Regular education teachers, most of whom have limited specific training with children eligible for special education, also need consistent access to outside support, expertise and coaching. To maximize effectiveness, training capacity must be provided onsite and must be ongoing. Full time teacher coaches and disability-specific experts working directly in school buildings and classrooms are therefore needed to regularly observe teachers and students and to provide advice and assistance on an ongoing basis. Such advice can play a crucial role in supporting teacher success in handling a more diverse classroom and in minimizing and quickly addressing any instructional issues that arise.



All students must have access to school nurses and other medically trained staff to monitor and administer medication as needed and directed by the doctors and parents. Nurses also play an essential role in providing rapid response to health related emergencies. For a child with significant medical problems, more frequent or intensive nursing services may be needed in accordance with the child's Individualized Education Program.

Effective administration of special education programs is always important, but is especially crucial when schools utilize an inclusive instructional model. The administration of special education requires considerable amounts of paperwork, meetings, and other management functions in order to coordinate services between school personnel and with parents. Such administrative functions can be time-consuming. Additional administrators, supervisors, and clerical staff may therefore be needed to reduce paperwork loads on teachers, schedule meetings with parents and other personnel, manage specific special education-related programs, monitor implementation of individualized special education plans, and implement changes that might streamline operations and improve program efficiency.

Improving Administration and Lines of Communication

Parents of students eligible for special education as well as education experts and practitioners consistently point to the need for improved communication among families, teachers, and

school and district personnel. Experts also agree that lowering the total number of students assigned to each teacher is especially important in this regard. With fewer students, teachers have more time available to meet individually with parents and to keep more personal, regular lines of communication open regarding the progress of a specific child's education.

Such communication is essential to ensuring that parent input – including child developments of which teachers are unaware but that a parent may observe at home – can be clearly received and appropriately integrated into teaching strategies and preparation. It is also vital to ensuring that teachers can communicate to parents effective ways to reinforce at home key elements of what is being taught in the classroom. Communication also minimizes potential misunderstandings which can ultimately lead to conflicts between school personnel and parents and can unnecessarily sap significant time and resources from other priorities.

To further foster strong parent-school partnerships and working relationships, schools also may need to hire parent liaisons. A liaison can play a critical role in ensuring that parents are well connected with their school and working directly with teachers. Depending on the number of students eligible for special education in a specific school, a full-time staff member may be needed who understands and can explain Pennsylvania's special education laws and requirements. Such expertise is currently often completely lacking or is vested in only a handful of individuals throughout an entire school district. Increasing this level of expertise at the school level would help parents negotiate the existing maze of special education laws and regulations, and what they mean to their children's program. Such communication is not just best practice – it's required by state and federal law for special education.

Additional administrators with similar expertise are also needed to improve the capacity of schools to track and share special education best practices, and communicate with parents, teachers, and administrators about existing and developing requirements, standards, and expectations for special education instruction and program delivery. They would also be in a strong position to provide informed advice to school and district leaders regarding staffing, equipment, or training needs that might be required in specific schools to ensure effective services and programs that meet individual student development goals.

Specialized Service Delivery

Because of the widely varying levels of physical and emotional student needs involved with operating a special education program, highly specialized expertise is typically needed at the school level. Such expertise often goes well beyond what can be provided to administrators or teachers through professional development programs or through more centralized service providers. Examples of the types of highly specialized personnel that many schools in Pennsylvania require include:

- *Psychologists, mental health experts, and behavior specialists* to aid in the identification of student disabilities, to develop and help oversee plans to address these disabilities, to

"The physical and occupational therapists make such a big difference for my students with disabilities. If the school could afford more time for therapy services, the children would do so much better in class."

Dr. Pamula Hart, Principal of Myers Elementary School, Cheltenham School District.

provide input and monitoring regarding each student's individualized plan, and to work with parents and classroom teachers to ensure that each child's specific needs can be met.

- *Assistive technology specialists* are needed with training and expertise in the use of specialized equipment, software, and other devices to help students with disabilities. Such items can, for example, include devices to help children with speech or hearing impairments to communicate with their teachers and peers, or software to make learning materials accessible to students with visual impairments. The general computer services personnel typically employed by schools do not have the qualifications, training or expertise needed to program or operate such highly specialized devices, and their time and availability is often already stretched thin in maintaining the computer systems in the school.
- *Physical and occupational therapists as well as speech-language pathologists* to work directly on addressing the needs of children eligible for special education. Such therapy has been shown to provide significant, positive enhancement to learning and development.
- *Literacy specialists* to focus on what experts say is one of the most critical components of future academic development – the acquisition of core reading skills.



B) Professional Development and Training

One of the highest special education priority areas for Pennsylvania school districts is the need for resources to provide ongoing professional development for staff members. Appropriate training is especially critical as it relates to the effectiveness of the various personnel described in the previous section.

Unfortunately, experts report that current professional development resources are simply inadequate to get the job done for special education. Because Pennsylvania is moving towards a model of including more students eligible for special education in regular education classrooms, staff training is needed not just for special education teachers, but for all teachers including those who teach subjects such as music, art, and physical education. Added training is similarly required for aides, paraprofessionals, and administrators.

With regard to administrators and supervisors, extra resources are needed to improve the focus of principals on instructional leadership and to help free up part of their school day to work more in classrooms. Training is also needed to improve the ability of special education supervisors to provide guidance to classroom teachers. Such improved leadership through training not only improves overall instruction in schools, but can also improve the accuracy with which students with special needs are identified and ultimately reduce the numbers requiring special education.

With regard to paraprofessionals, these staff members are currently required to receive some training hours and must also become “highly qualified.” Legal requirements to meet this definition include either having an associate degree, passing a specific test, or taking added training. While these requirements are important, districts report that little funding has been made available to pay for the associated costs. Nor are funds typically available to pay for the cost of substitute personnel when aides and teachers have to miss class time to attend trainings.

One reason such added training is so imperative, however, is that educators who do not have experience with students eligible for special education often have a fear of how to address their needs appropriately in the classroom. Training not only eliminates this fear, but also builds confidence and positive capacity to meet student needs and effectively manage classrooms.

However, to deliver training in a way that has a real impact is an expensive proposition. For instance, it may not be sufficient in some districts to provide training solely through sporadic seminars, presentations, or speaker visits. Instead, teachers and other staff may require ongoing assistance inside their school buildings.

Such ongoing assistance is needed not only to address the needs of teachers who have never taught students eligible for special education before, but also to meet the changing challenges and needs of each year’s new class of children.

Training is also needed for schools to implement the instructional models that have evolved as the most effective means of teaching in an inclusive environment. These models, which drive the way in which regular education and special education teachers can work together most effectively, include a “co-teaching” model and a “consultative” teaching model.

The co-teaching model has been developed to respond to the changing necessities of teaching regular education classes with students eligible for special education. As stated earlier, in the past such students were not placed in regular education classrooms, and many times were not even located in the same school building. Today, many students eligible for special education spend most of their time in regular education classes throughout schools.

“Keeping up with the training I need to succeed in diverse classrooms is difficult without resources for substitute teachers to cover my classes, comprehensive training programs offered nearby, and lots of extra time, supervision and support to help implement what I’ve learned.”

Laura Receveur, Special Education Teacher, Ridley School District, Ridley Middle School.



A co-teaching model, if executed properly, is a proven and effective way to address the challenges associated with serving the needs of diverse learners in classrooms. In effect, classrooms using this model are set up with “co-teachers,” including both a regular education and special education teacher. These two professionals then work together to design and deliver instruction tailored to meet the needs of all students in the class, and to ensure that classroom disruptions are minimized. The special education expert teacher may support instruction in multiple classrooms.

The co-teaching model has obvious implications for school staffing requirements. By requiring more than a single teachers for many classrooms, the numbers of teachers overall that are needed in a specific school building will increase. It also, however, has significant implications on training and professional development needs. The co-teachers, for instance, need training on developing joint lesson plans, on sharing

classroom behavior support strategies, on designing and implementing effective assessments, and on interacting and communicating effectively with all children and parents in their classes.

The “consultative” teaching model is an alternative to co-teaching. This model, which can also be effective if well implemented, involves regular and special education teachers working together outside of the classroom to plan instruction. The teachers jointly adapt strategies as needed, and the regular education teacher then brings this modified instruction into the classroom. While less staff-intensive than the co-teaching model, there are significant training costs to this approach. Added meeting and planning time is also required to meet with special education teachers on a regular basis to review and monitor lesson delivery, and to offer input, feedback, and advice.

Regardless of which version of the two teaching models a district adopts, the impact on staff resources and professional development increases. Policymakers should understand that, in the absence of additional resources to implement these approaches, districts are forced to either utilize general education funds to provide needed services for students eligible for special education, or else they deliver instruction that is not capable of effectively meeting the needs of all students in a diverse classroom. Neither solution is in the best long term interest of all students or the public education system.

C) Assistive Technology Devices and Services

A significant investment in assistive technology is currently needed to enable Pennsylvania's schools to meet the needs of their special education programs, teachers and students, and comply with federal and state requirements. Added training and time for teachers to receive such training is also needed so that new devices and materials are properly used and integrated into the child's program.

Assistive technology devices and services are necessary to ensure access to learning and the school environment. Assistive technology devices are defined in IDEA as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability." Assistive technology services may include help in the selection, acquisition, or use of an assistive technology device.

There is a wide variety of assistive technology that can be used to assist the learning process for students eligible for special education. Some items are not costly, such as a clear magnification sheet to place over written materials for individuals with visual disabilities. Many items are more costly, such as lifts to help students move between different seated or reclining positions. A few examples of assistive technology where districts might invest additional resources include:

- **Software.** Districts require access to a variety of software and resources to support the learning needs of students eligible for special education, including:
 - Programs to assist students with disabilities in developing writing skills. Such software can cost thousands of dollars to purchase in addition to per-student licensing fees.
 - Programs that support reading acquisition skills or that make instructional materials accessible to students with visual impairments, such as text-to-speech or screen reader software.
 - Programs that support assessment of children eligible for special education.
- **Facilities.** Experts call for schools to utilize a "Universal Design" approach so that, regardless of a child's needs, they can access and use facilities and classroom equipment. This approach might require schools to conduct need assessments and to potentially modify a multitude of items from adjustable desks and furniture to accommodate wheelchairs, to the design and weights of doors in schools so all students can open them.
- **Equipment and technology.** While each child requires a unique set of assistive technology to support their needs, the following are some of the more common assistive technology devices that are required:
 - Interactive white boards, laptop computers, and electronic projectors allow students with disabilities to work on computers and learn in a much more engaged manner. Experts report that students eligible for special education respond very

"I've seen the transformation of students with disabilities when they finally receive the right assistive technology to help them actively participate in the learning process. It's impressive."

Dr. Mary Beth Gustafson, Assistant Superintendent for Special Education, Pocono Mountain School District.

strongly to technology and that it draws them into their studies in a unique, very effective way.

- Augmentative communication (speech generating) devices that some children with disabilities require simply to communicate with their teachers and peers. These devices often cost several thousand dollars each. A device with an eye tracking system can be even more costly. Training for teachers and speech-language pathologists in the programming and use of such equipment is also required.
- Technology for students with sensory disabilities. Technology to make learning accessible to students with sensory disabilities can be costly, such as FM (Frequency Modulated) Systems or CART (Communication Access Realtime Translation) for children with hearing impairments.
- **Supplemental curricula and learning materials.** Students eligible for special education often require modified curricular materials in an accessible format and matched to their pace of learning. Such materials must also follow the regular curriculum in order for the student to truly be included in the classroom environment and access what the rest of the class is learning. Training is required for teachers to properly utilize these materials. Reduced class sizes also can aid the ability of teachers to manage the challenges associated with simultaneously utilizing multiple sets of classroom materials. Specialized reading programs have been shown to be effective in providing teachers the tools to target and differentiate reading instruction for students with diverse needs in the same classroom.



- **Qualified assistive technology personnel.** Staff qualified and trained in the evaluation for and use of assistive technology are needed to ensure that the appropriate devices are recommended and integrated into the child's IEP. Assistive technology experts must be available to educate teachers and parents on the broad range of assistive technology available. Resources are also needed to address the cost to administrators to research and determine the best options for assistive technology to match the needs of teachers and students. Such research is critical to ensuring that wise investments are made.

D) Specialized Programs

There are a variety of school-based programs which have been found to be effective in improving performance for students eligible for special education. Such programs include:

- **Summer school and after school programs** especially to work on reading skills and to reduce the learning gaps that occurs with a three month summer break. Reducing such gaps is especially important for children who are already learning at a slower rate than their peers. Summer school for students eligible for special education has been shown to be effective in Pennsylvania and is legally mandated for some eligible students. However, funding limitations have reduced district capacity to provide such programs. Districts must also contend with additional staffing and student transportation costs in order to provide such extended day or extended school year services.
- **Expanded transition service programs** are needed to help ensure that students eligible for special education can transition successfully from high school to work, higher education, and life in the larger community. Such programs can be expensive to provide but are legally mandated when students turn 14. Many districts cannot currently afford the staffing, transportation, and other training costs of high quality transition services. However, if appropriately funded, these programs can effectively reduce long term individual and societal costs and can provide a wide variety of crucial services and skills to youth including:
 - Vocational and job skills training and supported employment.
 - Self-advocacy skills for living independently as an adult.
 - Building basic management skills such as balancing a checkbook, obtaining housing, and dealing with shopping, commuting, voting, and other tasks.
 - Job, career, and college counseling to prepare for life after high school.
 - Building community partnerships to help with job and educational placements.
- **Providing quality “early intervening services”** for children with learning and behavior problems still not identified as eligible for special education – especially those in prekindergarten through grade three – can help reduce the overall number of students identified for special education and allow schools to focus resources on those who need them the most. Such services are designed to reach children early who are struggling and to address their needs before they snowball later on into issues that can permanently affect their development and result in formal special education placement. Again, adequate staffing, training, and program coordination are required to identify and address the developmental needs of such children early on, and such resources are currently not available in most Pennsylvania school districts.
- **School-Wide Positive Behavior Support (SWPBS)** is an evidence-based approach for establishing the social culture needed for schools to be effective learning environments for all students. SWPBS eliminates barriers to learning, maintains a safe environment, and supports student development of social and emotional skills needed to succeed in school and beyond. SWPBS helps schools teach expected behaviors and social skills for all students, creates student behavioral health and academic support systems, and applies data-based decision-making to discipline, academics, and social/emotional learning.

“In 2008, the General Assembly and the Governor reformed state funding for basic education, based on the 2007 Costing-out Study. Similar improvements are now needed for special education funding if the education finance system is to be whole.”

Janis Risch, Executive Director, Good Schools Pennsylvania

IV. What benefits can be expected from added special education investments?

Key Points

- The various individual and social benefits from quality special education programs are supported by research, classroom experience, and legislative findings.
- Providing adequate funding to support quality special education can result in powerful benefits for school districts and the state, teachers and other staff, regular education students, and students eligible for special education and their families.

There are broad individual and social benefits to be gained by meeting the goals for adequate funding identified for special education in Pennsylvania’s 2007 Costing-out Study. Such benefits have long been recognized by both researchers and policymakers. In fact, in the federal Individual with Disabilities Education Act (IDEA), Congress found it a matter of “essential” national policy to improve education results for children with disabilities. Further, Congress found that adhering to this national policy is integral to producing an array of benefits that will ensure “equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

State and federal law go on to make broad findings about the immense benefits from focusing on the kinds of programs and services described in Section III of this report. Beneficial approaches encouraged by law include teacher quality initiatives, investment in assistive technology, and appropriate inclusion of students with disabilities in regular classrooms. These legislative findings emphasize the strong connection between the legal requirements for special education,

the best practices learned from professional classroom experience, and the necessity of adequate financial resources to implement these basic programs and services.

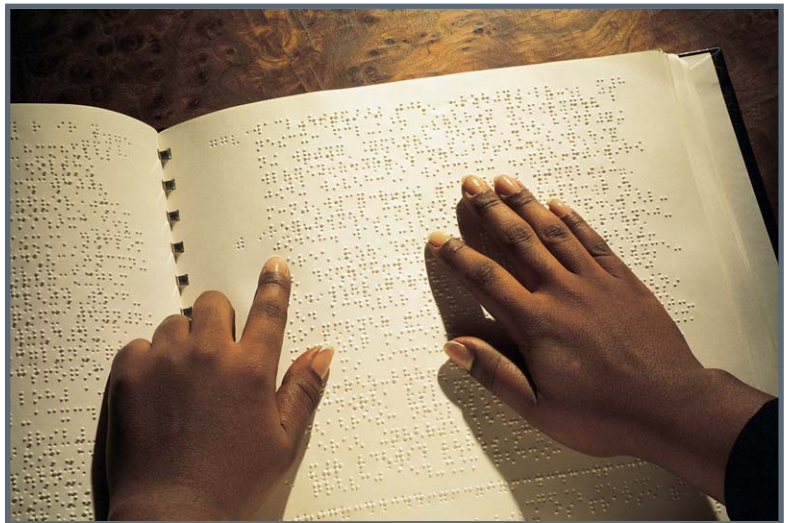
Special education experts agree that major benefits will accrue if sufficient resources are targeted appropriately to special education. This report finds that new investments in special education are needed to provide the basic, fundamental programs and services that every child deserves – not superfluous luxuries. Benefits from such basic investments include at least four main categories:

1. Benefits to school districts and the state;
2. Benefits to teachers and staff;

3. Benefits to all students; and
4. Benefits to students eligible for special education and their families.

Benefits to school districts and the state include, among other things:

- Allow districts to **provide what the law requires** (which experts say is not now possible) and reduce liability exposure for failure to provide required programs and services.
- **Improved identification, evaluation and intervention services.** Investing in additional staffing, training and programming will improve every district's process for identifying and evaluating children who may need special education. Improving such identification and evaluation will carry multiple benefits including:
 - More accurately evaluate the true special education needs of students and design more effective individual programs.
 - Reduce the number of children unnecessarily diagnosed as needing special education, which will allow districts to more efficiently direct their resources.
 - Allow districts to provide improved academic intervention services, such as reading assistance, to get to young children quickly in order to keep them out of special education in the future and thereby reduce costs to the district and state.
 - Identify and effectively support emotional and behavioral needs, thereby leading to fewer classroom disruptions and fewer expulsions. This could relieve some of the pressure on district-wide regular education services as well.
- **Improved ability to develop and implement individualized plans for students** and to move more students out of special education over time. With the resources outlined in Section III of this report, schools will have the capacity to better design strategies that allow more students, especially those with relatively mild needs, to meet and exceed their performance goals and to move out of special education programming.
- **Improved communication** among all staff and parents. Such communication increases staff effectiveness. It also increases parent satisfaction and understanding of their child's rights and district responsibilities and can reduce the number of potential disagreements and costly hearings that districts and parents now face.
- **Reduced dropout rates**, as well as reduced numbers of those that are placed in very expensive alternative education programs and the numbers of those who become involved in the juvenile justice system.



- **Reduced long-term societal costs.** Improved rates of secondary and postsecondary success for students eligible for special education will ultimately increase the numbers of students who become self-sufficient adults. This will significantly improve employment and reduce long-term societal costs and social services needs.

Benefits to teachers and educators from making the types of basic investments called for in this report include:

- **More highly qualified school and district staff.** In particular, experts indicate that added investments in training and professional development will allow both regular and special education teachers to be far better prepared and equipped to manage their classes, to tailor instruction to meet their diverse student needs, and to interact effectively with parents and peers.
- **Improved job satisfaction** as a result of a far higher sense of efficacy in meeting the needs of students eligible for special education and others.
- **Reduced teacher turnover.** Added training, equipment, staffing support, and programs will reduce the stress on teachers that leads to high

“Schools want to offer quality programs and services for students with special education needs because they know it will benefit everyone, but they often cannot implement all of the changes due to a shortage of resources.”

*Dr. Sherri Smith, Superintendent,
Lower Dauphin School District*

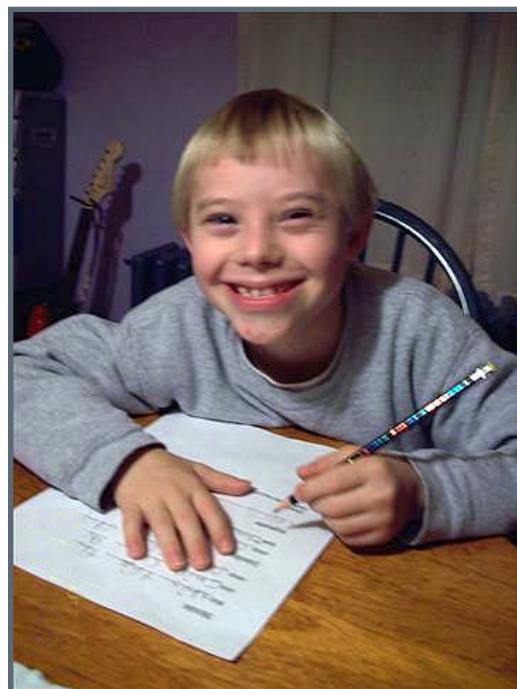
turnover rates. Such turnover represents a significant investment loss to the school district and the Commonwealth both in terms of lost talent and the lost time and money spent to train, prepare, and replace departing employees. Implementing inclusion and co-teaching or consultative teaching models will also reduce the current isolation which special education teachers – who are already in short supply – often feel when left on their own to meet the needs of students eligible for special education.

Benefits to all students include:

- **Stronger education programs.** Pennsylvania experts and education leaders indicate that the current lack of sufficient special education resources coupled with the existing legal mandate to provide specific services can force them into a position of having to spread already limited resources across all education programs. This can lower the overall quality of programs and services that all students receive.
- **Healthier school and classroom cultures** for all children including more diverse friendships and a wider variety of student interactions in and out of class.
- **Improved classroom behavior** as students are offered the opportunity to lead by example and to assist their peers.
- **Greater appreciation and understanding of differences** between students eligible for special education and other students. This understanding not only opens the opportunity for more diverse friendships among all students, but builds a life-long understanding of the strengths and challenges faced by individuals with disabilities.

Benefits to students eligible for special education and their families include, among other items:

- **Inclusion of students eligible for special education** in regular classrooms and more effectively run classrooms overall. Appropriate inclusion, when supported by adequate resources, has been shown to produce positive emotional, behavioral, developmental, and academic results for students eligible for special education.
- **Better intervention services** that greatly reduce the chances of students losing confidence and disengaging from school at an early age.
- **More effective tools for parents** that enable them to reinforce at home what is being taught and learned at school.
- **Higher self-esteem** and the capacity to feel more confident and effective within the larger community.
- **Reduced absenteeism, suspension, and expulsion** along with corresponding cost reductions to the district in addressing these problems.
- **Improved tailoring of services to student need.** With greater staffing and capacity to provide equipment, training, and programming, students eligible for special education are far more likely to receive the specific types of instructional support needed to match their specific disabilities.
- **Higher academic performance,** expectations, and engagement in class. In fact, experts say most students eligible for special education can meet the same performance standards as other students if the proper resources are in place.
- **Greater employment and postsecondary success** as a result of higher academic performance and self-confidence built throughout the K-12 learning experience.
- **Higher capacity for self-sufficiency and success in life.** Research shows that students receiving quality special education programs and services exhibit a wide array of academic, social, and emotional benefits that can carry forward through life and enhance an individual's independence and participation in society. Transition services and life skills programs further expand these benefits.



“Adequate education resources are important to the lives of children with disabilities. But strong accountability systems are also needed to ensure that the resources are invested wisely.”

Ken Oakes, Chair, The Arc of PA Education and Early Childhood Committee

V. How can accountability systems for special education be strengthened?

Key Points

- Strong accountability systems are important for special education programs and services.
- Pennsylvania currently has in place some elements of a good accountability system.
- The state could improve its special education accountability practices to provide stronger expectations, monitoring and support, as well as recognition of best practices and consequences for non-compliant districts.

As Pennsylvania policymakers consider how best to meet what is a clearly identified special education resource gap, input received through APA’s work indicates that they should also examine how the state currently monitors and supports success in the special education arena. In particular, ensuring that the Commonwealth has in place strong systems for technical assistance and accountability will go a long way in being able to evaluate – and if necessary, alter – how school districts in the future utilize state special education funds.

The need for a strong accountability system was clearly expressed by the special education experts and education leaders with whom APA met over the past two years. These educators, who are eager to see existing well-run special education programs recognized (and poorly-run programs reformed) had a number of observations regarding Pennsylvania’s existing accountability and support mechanisms for special education.

In particular, these experts report concerns that, in some school districts, compliance with legally mandated special education practices – such as appropriate inclusion – is currently either ignored or given a low priority. The result is that in some instances, students eligible for special education receive a low quality education and often remain effectively segregated from other students. In addition, experts report that such noncompliance with both best practices and state and federal law too often goes unnoticed and uncorrected by state agencies and personnel.

The shortage of funding and resources in many school districts certainly influences the quality of special education programs and services offered by local schools. If the Commonwealth chooses to increase state funding for special education, many educators and families have expressed a desire for state accountability systems to undergo parallel reforms to ensure that the new resources are fairly and effectively invested with appropriate technical assistance from the state.

To help address these concerns, experts suggest taking a number of steps:

- **Build on the existing foundation for special education accountability.**

Pennsylvania currently requires all school districts to develop and implement three-year plans for special education. The state also collects some useful data and provides limited technical assistance and support for school districts. These accountability components are not sufficient, but form a workable basis for building an improved system.



- **Provide clear expectations** from the state to school districts so that district leaders have a better understanding of what state accountability expectations are and how these can be best communicated to school administrators and teachers.
- **Increase program monitoring.** Ensure the state has sufficient staffing, resources, and leadership to implement thorough school district audits and evaluations of special education programs. Unlike the current system, which experts say focuses almost exclusively on paperwork-based reviews at the state and district levels, audits should include some school and classroom-level evaluations. Such monitoring, while more intensive and expensive, should help identify and recognize effective programs, as well as those that need improvement.
- **Target sanctions and supports at districts with poor compliance records.** The state will need to consider new ways of bringing pressure to bear on school districts that show repeated compliance failure. Existing sanctions are too often viewed as either ineffective or are not well enforced. Experts indicate that, instead of imposing an unnecessarily intensive level of scrutiny for all districts, a more effective approach would be to provide effective technical assistance and, when needed, real consequences for districts maintaining sub-standard special education programs.
- **Provide more state technical assistance.** Experts report that the overall level of training and technical assistance provided by the state for special education is currently insufficient or too sporadic for many districts. Again, the state may need additional staffing to provide schools or districts with the more intensive state support they require.

- **Share district best practices.** Encourage all districts in the state to learn from positive examples by creating a statewide special education best practice clearinghouse. Experts believe the state can and should play a larger role as an information source for districts in analyzing and identifying the strategies and programs that work best for special education in a variety of circumstances and locations. Expanded program monitoring that includes direct classroom evaluations can aid the state in developing a best practice clearinghouse.
- **Share Intermediate Unit (IU) best practices.** Similar to a district best practice database, a statewide source of information on the most effective or innovative special education practices of IUs would be a useful source of information that could help IU directors and school district leaders across the Commonwealth.
- **Analyze data to understand program impacts.** To help evaluate special education program effectiveness, the state should examine factors such as student graduation rates and what students do after graduation such as job placement success and ability to live independently. This data could be used to more accurately evaluate district special education program effectiveness, and to better understand the most common components of success and failure.



Such improved accountability measures as those listed above should be pursued simultaneously with reforms to Pennsylvania's special education funding system as outlined in this report. When combined with a strengthened accountability program along the lines discussed here, policymakers and the public will have enhanced confidence that their tax dollars will be invested and spent wisely to the greater benefit of public education programs throughout the Commonwealth.

VI. Conclusion

This report describes APA's specific findings with regard to the types of resource requirements needed for Pennsylvania's special education system to meet existing and future academic performance expectations. While the resources described are extensive, they represent the basic nuts-and-bolts of personnel, tools, and training that experts say school districts in Pennsylvania need right now to be successful in educating their students. Such success is clearly critical to ensuring that students can graduate high school prepared to complete postsecondary work, to become self-sufficient, productive members of society, and to thrive in an increasingly competitive workforce. It is also clearly required to meet the mandates and requirements of both state and federal law.

Based on research and numerous interviews and panel meetings conducted in Pennsylvania over the past two years, this report is meant to expand upon and explain why the Commonwealth's policymaking leaders should seek to finish the work they started in July 2008 when they agreed to historic reform of the education funding system in response to the 2007 statewide Costing-out Study.

The reforms adopted in 2008, which accounted for several critical student need factors that impact public education cost – notably those addressing students that are economically disadvantaged and English language learners – specifically left out a cost factor identified in the 2007 Study for students eligible for special education. To be sure, meeting the costs associated with this factor will be a challenge. Policymakers and the public deserve an opportunity to explore the educational and legal reasons why special education funding reform is now needed. This report offers the opportunity for just such an exploration.

Appendix A – List of 2008 Special Education Expert Panel Participants

NOTE: APA held additional expert panels in 2007 on special education funding issues, which contributed to this report.

Tina Calabro, Parent Advocate and Disability Writer, Pittsburgh, PA

Jessica Colbert, Special Education and Instructional Support Teacher,
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J. Kaye Cupples, Visiting Assoc. Professor of Special Education, Point Park University
(Formerly Exec. Director, Student Services/Special Education, Pittsburgh School District)

Nina Esposito-Visgitis, Vice-President, Pittsburgh Federation of Teachers

Betsy Gustafson, Assistant Superintendent of Special Education, Pocono Mountain
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Pam Hart, Principal, Cheltenham School District, Myers Elementary School

Cynthia D. Kainaroi, Principal of Marshall Middle School, N. Allegheny School District

Linda Lengyel, Assistant Professor, Special Education Program, Duquesne University

Sallie Lynagh, Director, Children's Project, Disability Rights Network

Joe Michaux, Director of Special Education, DuBois Area School District

Joseph Pardini, Special Education Director, School District of Philadelphia

Laura Receveur, Special Education Teacher, Ridley S.D., Ridley Middle School

Denise Sedlacek, Program Director, Craig Academy, Pittsburgh, PA

Sherri L. Smith, Superintendent, Lower Dauphin School District

Colleen Tomko, Parent Advocate, Kids Together, Inc.; and Arcadia University

Megan Van Fossan, Supervisor of Special Education, McGuffey School District,
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Appendix B – Organizations Responsible for this Report

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Appendix C – Websites and Other Information Sources

DATA RESOURCES

Pennsylvania's Costing-out Study of 2007 --

http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&q=130714&stateboard_edNav=|10890|10910|

Special Education Data for Pennsylvania -- <http://penndata.hbg.psu.edu/>

Student Assessment Results for Pennsylvania --

http://www.pde.state.pa.us/a_and_t/cwp/browse.asp?a=3&bc=0&c=27525&a_and_tNav=|633|&a_and_tNav=|

Adequate Yearly Progress Results for Pennsylvania -- <http://www.paayp.com/>

National Special Education Data -- <https://www.ideadata.org/default.asp>

PHOTOGRAPHS IN THIS REPORT

Provided courtesy of and reprinted with permission from families in Pennsylvania with children eligible for special education, the Arc of PA, the Education Law Center, I.A. Design, and the Pittsburgh Local Task Force on the Right to Education.

Appendix D – Comparing Actual Spending to Costing-out Estimates

The costing-out methodology can be used to evaluate current spending for special education (above expenditures for basic education) and the spending actually needed for students and schools to have adequate resources for quality special education under state academic standards for proficiency. Using this method of fiscal analysis, it is possible to identify potential spending gaps between current special education resources and the level of adequate resources needed.

When these calculations are performed for Pennsylvania, the following conclusions are found:

- 391 school districts have inadequate funding for special education, averaging an annual shortfall of nearly \$1 million per district. 110 districts may not have a funding shortfall.

NOTE: The 110 districts that may not have a shortfall according to the costing-out method are not necessarily spending too much on special education. Instead, these districts may have chosen to dedicate a level of resources that is greater than the adequacy level calculated by the costing-out method. Expenditures above the adequacy level may be used to achieve more advanced student outcomes than proficiency on state academic standards.

- Statewide, the total gap in annual funding for special education is \$380 million. The average per pupil shortfall is \$1,947, based on a total of 194,862 students in districts with a funding gap. This report does not calculate the relative state and local share of the shortfall, as that judgment must be made through the legislative process.

NOTE: When the General Assembly adopted reforms in 2008 to the funding system for basic education, it determined that there was a state share and a local share of the total statewide shortfall for that category of spending. The 2008 reforms did not include special education funding. The potential special education shortfall calculated in this report does not reflect a division by state and local share, as that judgment must be made through the legislative process.

- Raising special education resources to an adequate level would greatly increase the ability of school districts to meet the basic needs of students with disabilities, as described in this report.

Costing-out Definitions

SPEC. ED. COUNT – Number of students eligible for special education in 2006-07.

ACTUAL SPENDING PER PUPIL – Total dollar expenditures for special education in 2006-07 (above basic education expenditures) averaged for special ed count.

COSTING-OUT ESTIMATE PER 06-07 PUPIL – Total expenditures for special education (above basic education expenditures) needed to provide a quality education under state standards, based on four variables:

- (1) Special ed count based on 5-year weighted average;
- (2) Base cost of \$8,119 to educate students with no special needs;
- (3) Added weight of 1.3 for extra special education costs;
- (4) Geographic price differences for regions of the state.

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Pupil (above Basic Ed. \$)	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Bermudian Springs	Adams	202	\$8,823	\$9,926
Conewago Valley	Adams	504	\$8,769	\$10,111
Fairfield	Adams	124	\$11,147	\$10,394
Gettysburg	Adams	441	\$8,205	\$10,404
Littlestown	Adams	302	\$9,678	\$10,208
Upper Adams	Adams	294	\$8,357	\$10,543
Allegheny Valley	Allegheny	171	\$10,739	\$10,363
Avonworth	Allegheny	178	\$12,337	\$9,165
Baldwin-Whitehall	Allegheny	530	\$10,280	\$10,695
Bethel Park	Allegheny	711	\$9,547	\$10,190
Brentwood Borough	Allegheny	195	\$9,847	\$10,388
Carlynton	Allegheny	258	\$8,657	\$9,530
Chartiers Valley	Allegheny	350	\$12,742	\$10,692
Clairton City	Allegheny	270	\$9,990	\$10,359
Cornell	Allegheny	132	\$11,336	\$11,373
Deer Lakes	Allegheny	305	\$11,373	\$10,514
Duquesne City	Allegheny	166	\$16,086	\$9,970
East Allegheny	Allegheny	328	\$12,724	\$10,557
Elizabeth Forward	Allegheny	434	\$7,573	\$10,224
Fox Chapel	Allegheny	668	\$13,587	\$10,148
Gateway	Allegheny	727	\$11,105	\$10,205
Hampton	Allegheny	383	\$10,213	\$10,377
Highlands	Allegheny	516	\$10,325	\$10,655
Keystone Oaks	Allegheny	303	\$8,308	\$10,768
Mckeesport	Allegheny	686	\$9,866	\$10,872
Montour	Allegheny	484	\$10,282	\$10,333
Moon	Allegheny	527	\$10,606	\$10,381
Mt Lebanon	Allegheny	646	\$10,071	\$10,337
North Allegheny	Allegheny	862	\$12,963	\$10,356
North Hills	Allegheny	671	\$9,039	\$10,161
Northgate	Allegheny	237	\$7,432	\$10,156
Penn Hills	Allegheny	972	\$9,798	\$10,201
Pine-Richland	Allegheny	454	\$11,716	\$10,402
Pittsburgh	Allegheny	6358	\$13,154	\$10,501
Plum Borough	Allegheny	393	\$10,622	\$10,611
Quaker Valley	Allegheny	275	\$9,985	\$10,297
Riverview	Allegheny	182	\$8,250	\$10,647
Shaler	Allegheny	1080	\$7,891	\$10,437
South Allegheny	Allegheny	273	\$9,316	\$10,602
South Fayette	Allegheny	188	\$13,157	\$10,311
South Park	Allegheny	246	\$8,533	\$10,607
Steel Valley	Allegheny	304	\$8,886	\$10,239
Sto-Rox	Allegheny	389	\$9,943	\$10,042
Upper Saint Clair	Allegheny	571	\$10,316	\$9,995
West Allegheny	Allegheny	462	\$8,799	\$10,376

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Pupil (above Basic Ed. \$)	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
West Jefferson Hills	Allegheny	319	\$12,386	\$10,503
West Mifflin	Allegheny	448	\$10,644	\$10,243
Wilkesburg	Allegheny	412	\$11,841	\$10,674
Woodland Hills	Allegheny	937	\$12,114	\$10,325
Apollo-Ridge	Armstrong	241	\$7,604	\$10,350
Armstrong	Armstrong	1050	\$7,973	\$10,325
Freeport	Armstrong	215	\$6,278	\$10,037
Leechburg	Armstrong	140	\$6,749	\$10,390
Aliquippa	Beaver	249	\$10,484	\$10,438
Ambridge	Beaver	487	\$7,713	\$10,833
Beaver	Beaver	221	\$7,963	\$10,081
Big Beaver Falls	Beaver	212	\$11,507	\$11,650
Blackhawk	Beaver	247	\$9,458	\$10,644
Center	Beaver	173	\$11,621	\$10,696
Freedom	Beaver	218	\$8,240	\$10,851
Hopewell	Beaver	347	\$9,662	\$10,776
Midland Borough	Beaver	45	\$7,505	\$10,362
Monaca	Beaver	135	\$8,391	\$10,646
New Brighton	Beaver	195	\$9,437	\$10,825
Riverside Beaver	Beaver	276	\$7,577	\$10,342
Rochester	Beaver	117	\$16,923	\$13,338
South Side	Beaver	180	\$11,353	\$10,785
Western Beaver	Beaver	134	\$10,687	\$10,897
Bedford	Bedford	399	\$5,620	\$9,853
Chestnut Ridge	Bedford	278	\$6,048	\$10,009
Everett	Bedford	322	\$6,541	\$9,331
Northern Bedford	Bedford	147	\$7,222	\$10,077
Tussey Mountain	Bedford	213	\$5,704	\$9,944
Antietam	Berks	190	\$7,621	\$10,792
Boyetown	Berks	1055	\$8,405	\$10,448
Brandywine Heights	Berks	371	\$7,883	\$10,824
Conrad Weiser	Berks	501	\$8,956	\$10,551
Daniel Boone	Berks	521	\$7,365	\$10,622
Exeter	Berks	714	\$8,614	\$10,104
Fleetwood	Berks	319	\$8,307	\$10,835
Governor Mifflin	Berks	575	\$8,966	\$10,582
Hamburg	Berks	365	\$7,545	\$10,707
Kutztown	Berks	351	\$8,668	\$10,742
Muhlenberg	Berks	541	\$8,448	\$10,066
Oley Valley	Berks	290	\$6,958	\$10,568
Reading	Berks	2195	\$8,607	\$10,801
Schuylkill Valley	Berks	241	\$10,861	\$10,936
Tulpehocken	Berks	326	\$8,865	\$11,209
Twin Valley	Berks	457	\$10,486	\$10,831
Wilson	Berks	870	\$7,656	\$10,142

School District	County	Special Ed. Count 2006- 07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (<u>above</u> Basic Ed. \$) 2006-07	Costing- out Estimate per Pupil (06-07 Count & <u>above</u> Basic Ed. \$)
Wyomissing	Berks	272	\$9,477	\$10,003
Altoona	Blair	1620	\$7,157	\$9,990
Bellwood-Antis	Blair	133	\$9,155	\$10,475
Claysburg-Kimmel	Blair	145	\$6,386	\$10,137
Holidaysburg	Blair	455	\$10,240	\$10,285
Spring Cove	Blair	336	\$5,596	\$10,050
Tyrone	Blair	349	\$7,186	\$10,303
Williamsburg	Blair	115	\$7,158	\$9,681
Athens	Bradford	457	\$7,295	\$9,655
Canton	Bradford	157	\$6,951	\$9,776
Northeast Bradford	Bradford	137	\$8,111	\$9,817
Sayre	Bradford	183	\$9,947	\$9,576
Towanda	Bradford	246	\$9,545	\$10,151
Troy	Bradford	271	\$6,873	\$9,845
Wyalusing	Bradford	179	\$7,262	\$9,723
Bensalem	Bucks	1108	\$14,290	\$11,452
Bristol Borough	Bucks	272	\$10,944	\$11,733
Bristol	Bucks	1430	\$12,766	\$11,936
Centennial	Bucks	1147	\$11,475	\$11,852
Central Bucks	Bucks	2289	\$11,602	\$11,481
Council Rock	Bucks	2097	\$16,249	\$11,425
Morrisville Borough	Bucks	177	\$20,636	\$12,022
Neshaminy	Bucks	1765	\$13,192	\$11,736
New Hope-Solebury	Bucks	218	\$17,040	\$11,589
Palisades	Bucks	340	\$12,724	\$12,518
Pennridge	Bucks	1166	\$10,384	\$11,234
Pennsbury	Bucks	1669	\$14,786	\$11,324
Quakertown	Bucks	713	\$11,559	\$11,808
Butler	Butler	1238	\$7,870	\$10,615
Karns City	Butler	213	\$10,683	\$10,503
Mars	Butler	152	\$16,976	\$10,135
Moniteau	Butler	258	\$6,422	\$10,503
Seneca Valley	Butler	1000	\$9,955	\$10,960
Slippery Rock	Butler	324	\$10,064	\$11,072
South Butler	Butler	318	\$8,000	\$10,123
Blacklick Valley	Cambria	136	\$7,833	\$10,344
Cambria Heights	Cambria	243	\$9,293	\$9,388
Central Cambria	Cambria	296	\$7,532	\$9,737
Conemaugh Valley	Cambria	164	\$6,635	\$9,705
Ferndale	Cambria	146	\$6,091	\$9,558
Forest Hills	Cambria	266	\$7,117	\$9,594
Greater Johnstown	Cambria	537	\$8,985	\$10,074
Northern Cambria	Cambria	194	\$7,551	\$9,881
Penn Cambria	Cambria	270	\$10,161	\$9,846
Portage	Cambria	161	\$5,449	\$9,653

School District	County	Special Ed. Count 2006- 07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (<u>above</u> Basic Ed. \$) 2006-07	Costing- out Estimate per Pupil (06-07 Count & <u>above</u> Basic Ed. \$)
Richland	Cambria	154	\$9,147	\$9,896
Westmont Hilltop	Cambria	169	\$7,809	\$9,951
Cameron	Cameron	162	\$4,971	\$9,678
Jim Thorpe	Carbon	405	\$10,268	\$10,477
Lehighton	Carbon	367	\$12,442	\$10,775
Palmerton	Carbon	305	\$8,454	\$10,981
Panther Valley	Carbon	327	\$11,849	\$10,241
Weatherly	Carbon	133	\$9,899	\$10,612
Bald Eagle	Centre	266	\$9,376	\$10,905
Bellefonte	Centre	456	\$8,882	\$10,943
Penns Valley	Centre	258	\$7,308	\$10,190
State College	Centre	871	\$11,472	\$10,441
Avon Grove	Chester	698	\$11,769	\$11,802
Coatesville	Chester	1196	\$17,545	\$11,396
Downingtown	Chester	1722	\$10,515	\$11,740
Great Valley	Chester	651	\$11,746	\$11,976
Kennett	Chester	642	\$11,685	\$11,204
Octorara	Chester	353	\$15,351	\$12,702
Owen J Roberts	Chester	852	\$9,442	\$10,629
Oxford	Chester	585	\$13,342	\$11,197
Phoenixville	Chester	501	\$16,930	\$12,409
Tredyffrin-Easttown	Chester	770	\$13,172	\$12,119
Unionville-Chadds Ford	Chester	656	\$9,728	\$10,891
West Chester	Chester	1484	\$14,300	\$11,945
Allegheny-Clarion Valley	Clarion	169	\$10,346	\$9,760
Clarion	Clarion	103	\$9,642	\$9,489
Clarion-Limestone	Clarion	160	\$8,079	\$9,786
Keystone	Clarion	187	\$8,248	\$9,821
North Clarion	Clarion	115	\$5,597	\$9,993
Redbank Valley	Clarion	199	\$7,974	\$9,577
Union	Clarion	106	\$10,259	\$10,427
Clearfield	Clearfield	452	\$7,475	\$9,944
Curwensville	Clearfield	178	\$8,281	\$10,164
Dubois	Clearfield	666	\$8,083	\$9,544
Glendale	Clearfield	181	\$6,160	\$9,568
Harmony	Clearfield	60	\$8,712	\$9,906
Moshannon Valley	Clearfield	141	\$7,642	\$9,439
Philipsburg-Osceola	Clearfield	349	\$5,298	\$9,666
West Branch	Clearfield	219	\$7,085	\$9,793
Keystone Central	Clinton	743	\$11,965	\$10,655
Benton	Columbia	123	\$6,761	\$9,835
Berwick	Columbia	656	\$7,867	\$10,198
Bloomsburg	Columbia	279	\$7,302	\$10,438
Central Columbia	Columbia	277	\$6,955	\$9,780
Millville	Columbia	148	\$8,730	\$10,275

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Southern Columbia	Columbia	258	\$7,000	\$9,683
Conneaut	Crawford	398	\$6,783	\$10,007
Crawford Central	Crawford	720	\$8,765	\$9,927
Penncrest	Crawford	577	\$9,269	\$9,760
Big Spring	Cumberland	602	\$7,442	\$10,776
Camp Hill	Cumberland	132	\$13,135	\$10,763
Carlisle	Cumberland	729	\$8,301	\$10,637
Cumberland Valley	Cumberland	1024	\$10,315	\$10,801
East Pennsboro	Cumberland	431	\$8,577	\$10,496
Mechanicsburg	Cumberland	452	\$11,104	\$10,805
Shippensburg	Cumberland	556	\$9,046	\$10,747
South Middleton	Cumberland	329	\$8,332	\$10,507
Central Dauphin	Dauphin	1572	\$9,199	\$10,849
Derry	Dauphin	398	\$11,881	\$10,647
Halifax	Dauphin	183	\$9,147	\$10,532
Harrisburg City	Dauphin	1597	\$10,393	\$10,809
Lower Dauphin	Dauphin	707	\$7,728	\$10,734
Middletown	Dauphin	415	\$11,753	\$11,541
Millersburg	Dauphin	143	\$9,853	\$10,736
Steelton-Highspire	Dauphin	302	\$9,813	\$10,751
Susquehanna	Dauphin	585	\$8,997	\$10,773
Upper Dauphin	Dauphin	129	\$17,452	\$11,152
Chester-Upland	Delaware	1072	\$16,432	\$12,350
Chichester	Delaware	680	\$11,679	\$11,746
Garnet Valley	Delaware	897	\$8,208	\$11,377
Haverford	Delaware	1131	\$11,629	\$11,179
Interboro	Delaware	743	\$9,010	\$11,622
Marple Newtown	Delaware	658	\$15,594	\$11,674
Penn-Delco	Delaware	559	\$11,048	\$11,948
Radnor	Delaware	577	\$15,917	\$11,825
Ridley	Delaware	1256	\$7,245	\$11,475
Rose Tree Media	Delaware	678	\$14,790	\$11,861
Southeast Delco	Delaware	813	\$10,408	\$12,312
Springfield	Delaware	489	\$11,918	\$11,651
Upper Darby	Delaware	1898	\$8,867	\$11,703
Wallingford/Swarthmore	Delaware	577	\$13,822	\$11,918
William Penn	Delaware	953	\$13,599	\$12,025
Johnsonburg	Elk	122	\$7,082	\$9,771
Ridgway	Elk	154	\$6,677	\$9,577
Saint Marys	Elk	397	\$5,324	\$9,287
Corry	Erie	533	\$5,807	\$10,032
Erie City	Erie	2528	\$7,892	\$10,359
Fairview	Erie	174	\$8,099	\$10,195
Fort Leboeuf	Erie	382	\$5,094	\$10,204
General McLane	Erie	297	\$7,595	\$10,269

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Girard	Erie	336	\$5,949	\$10,052
Harbor Creek	Erie	315	\$6,982	\$9,551
Iroquois	Erie	267	\$6,321	\$9,817
Millcreek	Erie	901	\$9,263	\$10,102
North East	Erie	216	\$8,173	\$10,226
Northwestern	Erie	323	\$5,733	\$10,070
Union City	Erie	231	\$5,563	\$10,464
Wattsburg	Erie	264	\$4,450	\$9,628
Albert Gallatin	Fayette	772	\$5,870	\$10,532
Brownsville	Fayette	331	\$8,424	\$10,593
Connellsville	Fayette	1041	\$7,548	\$10,718
Frazier	Fayette	175	\$9,418	\$10,423
Laurel Highlands	Fayette	483	\$6,729	\$10,339
Uniontown	Fayette	520	\$7,929	\$10,928
Forest	Forest	139	\$6,638	\$10,132
Chambersburg	Franklin	1395	\$8,117	\$10,118
Fannett-Metal	Franklin	112	\$6,154	\$9,994
Greencastle-Antrim	Franklin	328	\$6,947	\$10,064
Tuscarora	Franklin	473	\$7,222	\$10,229
Waynesboro	Franklin	525	\$8,631	\$10,370
Central Fulton	Fulton	139	\$8,284	\$9,231
Forbes Road	Fulton	53	\$5,824	\$9,403
Southern Fulton	Fulton	141	\$6,610	\$8,951
Carmichaels	Greene	222	\$7,680	\$9,674
Central Greene	Greene	477	\$7,545	\$10,210
Jefferson-Morgan	Greene	172	\$7,101	\$10,159
SE Greene	Greene	153	\$9,208	\$9,515
West Greene	Greene	235	\$8,072	\$10,223
Huntingdon	Huntingdon	394	\$7,185	\$10,020
Juniata Valley	Huntingdon	125	\$7,138	\$9,896
Mount Union	Huntingdon	279	\$8,202	\$10,091
S. Huntingdon	Huntingdon	241	\$7,403	\$9,908
Blairsville-Saltsburg	Indiana	343	\$8,608	\$10,244
Homer-Center	Indiana	144	\$6,450	\$10,289
Indiana	Indiana	413	\$8,410	\$9,673
Marion Center	Indiana	259	\$6,618	\$9,749
Penns Manor	Indiana	186	\$7,995	\$9,413
Purchase Line	Indiana	262	\$6,581	\$10,158
United	Indiana	203	\$9,533	\$9,589
Brockway	Jefferson	172	\$6,114	\$10,005
Brookville	Jefferson	310	\$5,517	\$9,763
Punxsutawney	Jefferson	474	\$8,858	\$10,019
Juniata	Juniata	393	\$7,882	\$9,576
Abington Heights	Lackawanna	521	\$6,244	\$10,278
Carbondale	Lackawanna	320	\$5,753	\$9,857

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Dunmore	Lackawanna	211	\$6,259	\$10,518
Lakeland	Lackawanna	236	\$6,902	\$10,001
Mid Valley	Lackawanna	296	\$8,280	\$10,296
North Pocono	Lackawanna	415	\$7,674	\$10,302
Old Forge	Lackawanna	139	\$8,805	\$9,966
Riverside	Lackawanna	241	\$7,238	\$10,440
Scranton	Lackawanna	1448	\$9,040	\$10,846
Valley View	Lackawanna	372	\$6,256	\$10,004
Cocalico	Lancaster	552	\$7,697	\$10,870
Columbia Borough	Lancaster	330	\$8,032	\$11,189
Conestoga Valley	Lancaster	506	\$8,666	\$10,942
Donegal	Lancaster	462	\$7,620	\$10,551
Eastern Lancaster	Lancaster	416	\$6,730	\$10,786
Elizabethtown	Lancaster	525	\$7,004	\$11,116
Ephrata	Lancaster	565	\$8,226	\$11,183
Hempfield	Lancaster	1138	\$7,067	\$10,677
Lampeter-Strasburg	Lancaster	479	\$7,350	\$10,405
Lancaster	Lancaster	2215	\$7,476	\$11,744
Manheim Central	Lancaster	498	\$7,698	\$10,854
Manheim	Lancaster	594	\$8,258	\$10,861
Penn Manor	Lancaster	823	\$6,047	\$10,846
Pequea Valley	Lancaster	281	\$7,284	\$10,675
Solanco	Lancaster	456	\$8,113	\$10,339
Warwick	Lancaster	780	\$8,192	\$10,713
Ellwood City	Lawrence	295	\$8,368	\$10,292
Laurel	Lawrence	148	\$9,149	\$9,966
Mohawk	Lawrence	207	\$7,644	\$10,243
Neshannock	Lawrence	138	\$8,802	\$9,676
New Castle	Lawrence	590	\$10,292	\$10,659
Shenango	Lawrence	167	\$9,313	\$10,340
Union	Lawrence	131	\$7,761	\$10,080
Wilmington	Lawrence	273	\$6,458	\$10,517
Annville-Cleona	Lebanon	236	\$7,540	\$10,654
Cornwall-Lebanon	Lebanon	591	\$9,882	\$10,265
Eastern Lebanon	Lebanon	317	\$6,692	\$10,667
Lebanon	Lebanon	742	\$7,140	\$10,469
Northern Lebanon	Lebanon	347	\$8,210	\$10,153
Palmyra	Lebanon	420	\$6,800	\$9,816
Allentown City	Lehigh	2507	\$9,692	\$10,871
Catasauqua	Lehigh	277	\$10,815	\$11,058
East Penn	Lehigh	916	\$10,288	\$10,317
Northern Lehigh	Lehigh	309	\$10,556	\$10,993
NW Lehigh	Lehigh	380	\$10,834	\$10,953
Parkland	Lehigh	1272	\$9,986	\$10,615
Salisbury	Lehigh	275	\$11,111	\$11,689

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Southern Lehigh	Lehigh	400	\$10,907	\$11,100
Whitehall-Coplay	Lehigh	561	\$9,977	\$10,490
Crestwood	Luzerne	387	\$7,004	\$10,081
Dallas	Luzerne	352	\$7,892	\$9,993
Greater Nanticoke	Luzerne	432	\$6,570	\$9,944
Hanover	Luzerne	466	\$7,177	\$10,117
Hazleton	Luzerne	1107	\$14,625	\$9,892
Lake-Lehman	Luzerne	286	\$10,524	\$10,097
Northwest	Luzerne	245	\$8,205	\$9,710
Pittston	Luzerne	389	\$7,883	\$10,284
Wilkes-Barre	Luzerne	1271	\$7,362	\$10,059
Wyoming	Luzerne	329	\$7,985	\$10,642
Wyoming Valley	Luzerne	905	\$9,014	\$9,837
East Lycoming	Lycoming	181	\$8,108	\$10,783
Jersey Shore	Lycoming	486	\$5,865	\$10,229
Loyalsock	Lycoming	195	\$9,690	\$9,643
Montgomery	Lycoming	128	\$7,593	\$11,184
Montoursville	Lycoming	237	\$6,067	\$9,941
Muncy	Lycoming	159	\$7,115	\$10,894
S. Williamsport	Lycoming	190	\$7,941	\$10,777
Williamsport	Lycoming	1261	\$7,713	\$10,375
Bradford	Mckean	376	\$10,906	\$10,389
Kane	Mckean	181	\$8,341	\$9,879
Otto-Eldred	Mckean	133	\$6,370	\$9,816
Port Allegany	Mckean	138	\$6,184	\$10,363
Smethport	Mckean	132	\$9,207	\$10,075
Commodore Perry	Mercer	108	\$7,256	\$9,766
Farrell	Mercer	165	\$13,364	\$11,049
Greenville	Mercer	256	\$8,448	\$10,201
Grove City	Mercer	288	\$13,869	\$10,724
Hermitage	Mercer	322	\$8,457	\$10,005
Jamestown	Mercer	111	\$7,988	\$11,009
Lakeview	Mercer	223	\$6,120	\$10,474
Mercer	Mercer	234	\$6,425	\$10,328
Reynolds	Mercer	209	\$10,851	\$10,650
Sharon City	Mercer	494	\$8,351	\$9,892
Sharpsville	Mercer	159	\$6,720	\$10,020
West Middlesex	Mercer	170	\$7,962	\$10,640
Mifflin	Mifflin	858	\$6,158	\$10,279
East Stroudsburg	Monroe	1442	\$12,421	\$10,228
Pleasant Valley	Monroe	854	\$13,868	\$10,480
Pocono Mountain	Monroe	1701	\$9,718	\$10,106
Stroudsburg	Monroe	798	\$11,826	\$10,093
Abington	Montgomery	899	\$13,974	\$12,000
Bryn Athyn	Montgomery	NA	NA	NA

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Cheltenham	Montgomery	603	\$18,048	\$12,050
Colonial	Montgomery	727	\$13,360	\$11,751
Hatboro-Horsham	Montgomery	701	\$13,003	\$11,714
Jenkintown	Montgomery	93	\$15,265	\$11,360
Lower Merion	Montgomery	1187	\$18,965	\$12,217
Lower Moreland	Montgomery	231	\$16,554	\$11,583
Methacton	Montgomery	685	\$13,317	\$11,222
Norristown	Montgomery	1313	\$14,256	\$11,741
North Penn	Montgomery	1945	\$12,820	\$11,948
Perkiomen Valley	Montgomery	629	\$14,851	\$11,220
Pottsgrove	Montgomery	498	\$12,731	\$11,506
Pottstown	Montgomery	667	\$12,933	\$11,469
Souderton	Montgomery	906	\$12,176	\$11,671
Springfield	Montgomery	404	\$14,941	\$11,446
Spring-Ford	Montgomery	1081	\$13,133	\$11,408
Upper Dublin	Montgomery	505	\$13,322	\$12,214
Upper Merion	Montgomery	550	\$15,618	\$11,726
Upper Moreland	Montgomery	360	\$14,468	\$11,776
Upper Perkiomen	Montgomery	538	\$10,833	\$11,224
Wissahickon	Montgomery	725	\$16,603	\$11,865
Danville	Montour	353	\$9,169	\$10,175
Bangor	Northampton	525	\$10,182	\$11,025
Bethlehem	Northampton	2136	\$9,394	\$10,889
Easton	Northampton	1231	\$8,525	\$10,600
Nazareth	Northampton	550	\$11,287	\$10,945
Northampton	Northampton	921	\$8,589	\$10,951
Pen Argyl	Northampton	275	\$7,156	\$10,627
Saucon Valley	Northampton	325	\$10,395	\$10,672
Wilson	Northampton	355	\$10,062	\$10,994
Line Mountain	Northumberland	180	\$8,084	\$10,017
Milton	Northumberland	269	\$9,181	\$9,978
Mount Carmel	Northumberland	204	\$7,097	\$9,748
Shamokin	Northumberland	360	\$8,511	\$10,318
Shikellamy	Northumberland	351	\$10,826	\$9,822
Warrior Run	Northumberland	227	\$8,987	\$10,637
Greenwood	Perry	109	\$7,978	\$11,643
Newport	Perry	242	\$8,832	\$10,695
Susquenita	Perry	401	\$9,510	\$11,011
West Perry	Perry	516	\$7,413	\$10,977
Philadelphia City	Philadelphia	24231	\$11,377	\$11,896
Delaware Valley	Pike	720	\$8,351	\$11,419
Austin	Potter	52	\$6,081	\$8,706
Coudersport	Potter	104	\$7,316	\$9,449
Galeton	Potter	55	\$6,914	\$10,169
Northern Potter	Potter	98	\$6,614	\$10,054

School District	County	Special Ed. Count 2006-07	Actual Spec.Ed. Spending per Pupil (above Basic Ed. \$) 2006-07	Costing-out Estimate per Pupil (06-07 Count & above Basic Ed. \$)
Oswayo Valley	Potter	82	\$8,759	\$9,635
Blue Mountain	Schuylkill	439	\$7,544	\$9,895
Mahanoy	Schuylkill	224	\$10,421	\$9,912
Minersville	Schuylkill	223	\$7,832	\$9,939
North Schuylkill	Schuylkill	343	\$7,788	\$9,714
Pine Grove	Schuylkill	218	\$11,040	\$9,834
Pottsville	Schuylkill	414	\$10,515	\$10,174
Saint Clair	Schuylkill	142	\$12,567	\$10,439
Schuylkill Haven	Schuylkill	253	\$9,404	\$9,414
Shenandoah Valley	Schuylkill	211	\$8,165	\$9,822
Tamaqua	Schuylkill	411	\$9,459	\$9,745
Tri-Valley	Schuylkill	172	\$9,010	\$9,780
Williams Valley	Schuylkill	210	\$10,923	\$9,659
Midd-West	Snyder	411	\$6,978	\$9,989
Selinsgrove	Snyder	317	\$9,506	\$10,461
Berlin Brothersvalley	Somerset	144	\$6,381	\$9,669
Conemaugh	Somerset	191	\$5,414	\$9,605
Meyer ale	Somerset	127	\$7,962	\$10,438
North Star	Somerset	199	\$6,120	\$9,742
Rockwood	Somerset	113	\$7,018	\$10,109
Salisbury-Elk Lick	Somerset	42	\$6,186	\$10,627
Shade-Central City	Somerset	122	\$4,215	\$9,359
Shanksville/Stonycreek	Somerset	76	\$5,527	\$10,335
Somerset	Somerset	442	\$6,885	\$9,662
Turkeyfoot Valley	Somerset	66	\$7,345	\$9,254
Windber	Somerset	182	\$8,287	\$9,692
Sullivan	Sullivan	105	\$13,345	\$10,387
Blue Ridge	Susquehanna	249	\$6,508	\$9,450
Elk Lake	Susquehanna	244	\$8,403	\$9,504
Forest City	Susquehanna	161	\$7,492	\$10,242
Montrose	Susquehanna	395	\$6,870	\$9,918
Mountain View	Susquehanna	201	\$11,670	\$10,255
Susquehanna	Susquehanna	220	\$5,998	\$10,286
Northern Tioga	Tioga	330	\$9,347	\$9,718
Southern Tioga	Tioga	362	\$8,378	\$9,302
Wellsboro	Tioga	228	\$11,582	\$9,406
Lewisburg	Union	203	\$11,998	\$9,442
Mifflinburg	Union	346	\$6,938	\$9,496
Cranberry	Venango	251	\$7,458	\$10,397
Franklin	Venango	546	\$6,563	\$9,630
Oil City	Venango	570	\$4,130	\$9,760
Titusville	Venango	397	\$5,707	\$10,213
Valley Grove	Venango	161	\$8,111	\$10,138
Warren	Warren	942	\$8,949	\$10,318
Avella	Washington	162	\$7,989	\$10,196

School District	County	Special Ed. Count 2006- 07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (<u>above</u> <u>Basic Ed.</u> <u>\$</u>) 2006-07	Costing- out Estimate per Pupil (06-07 Count & <u>above</u> <u>Basic Ed.</u> <u>\$</u>)
Bentworth	Washington	188	\$8,528	\$10,523
Bethlehem-Center	Washington	242	\$6,324	\$10,209
Burgettstown	Washington	291	\$6,354	\$10,119
California	Washington	194	\$8,777	\$10,881
Canon-Mcmillan	Washington	599	\$10,650	\$9,935
Charleroi	Washington	299	\$7,456	\$10,811
Chartiers-Houston	Washington	197	\$5,479	\$9,837
Fort Cherry	Washington	177	\$6,679	\$10,471
McGuffey	Washington	329	\$9,344	\$10,150
Peters	Washington	370	\$8,310	\$10,283
Ringgold	Washington	466	\$7,024	\$10,883
Trinity	Washington	543	\$7,812	\$10,292
Washington	Washington	337	\$10,529	\$11,113
Wallenpaupack	Wayne	730	\$8,587	\$9,943
Wayne Highlands	Wayne	408	\$9,999	\$10,052
Western Wayne	Wayne	362	\$11,880	\$9,947
Belle Vernon	Westmoreland	465	\$8,663	\$9,948
Burrell	Westmoreland	278	\$7,152	\$10,327
Derry	Westmoreland	254	\$6,519	\$10,375
Franklin Regional	Westmoreland	481	\$6,322	\$9,967
Greater Latrobe	Westmoreland	468	\$8,122	\$10,402
Greensburg Salem	Westmoreland	399	\$10,388	\$10,695
Hempfield	Westmoreland	799	\$9,241	\$10,596
Jeannette City	Westmoreland	218	\$7,170	\$10,547
Kiski	Westmoreland	525	\$8,459	\$10,960
Ligonier Valley	Westmoreland	243	\$6,259	\$10,817

School District	County	Special Ed. Count 2006- 07	Actual Spec.Ed. Spending per Spec.Ed. Pupil (<u>above</u> <u>Basic Ed.</u> <u>\$</u>) 2006-07	Costing- out Estimate per Pupil (06-07 Count & <u>above</u> <u>Basic Ed.</u> <u>\$</u>)
Monessen City	Westmoreland	125	\$11,844	\$11,065
Mount Pleasant	Westmoreland	391	\$7,340	\$10,442
New KensingtonArnold	Westmoreland	412	\$8,273	\$10,854
Norwin	Westmoreland	626	\$7,171	\$10,532
Penn-Trafford	Westmoreland	377	\$9,232	\$10,664
Southmoreland	Westmoreland	376	\$7,369	\$10,958
Yough	Westmoreland	348	\$9,540	\$10,351
Lackawanna Trail	Wyoming	274	\$8,020	\$9,880
Tunkhannock	Wyoming	457	\$8,085	\$9,791
Central York	York	610	\$10,118	\$10,462
Dallastown	York	732	\$9,777	\$10,408
Dover	York	580	\$7,518	\$10,643
Eastern York	York	442	\$10,380	\$11,211
Hanover Public	York	312	\$10,172	\$10,629
NE York	York	591	\$8,741	\$10,287
Northern York	York	389	\$8,434	\$10,694
Red Lion	York	929	\$8,008	\$10,338
South Eastern	York	487	\$8,213	\$10,709
South Western	York	539	\$7,451	\$10,045
Southern York	York	526	\$7,654	\$10,718
Spring Grove	York	566	\$8,718	\$11,099
West Shore	York	1468	\$6,226	\$10,278
West York	York	486	\$10,609	\$10,190
York City	York	1541	\$7,897	\$10,572
York Suburban	York	358	\$12,591	\$10,284

Appendix E – Research Sources and Citations

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