

# Raising the Bar for All Students: The Special Education Reform



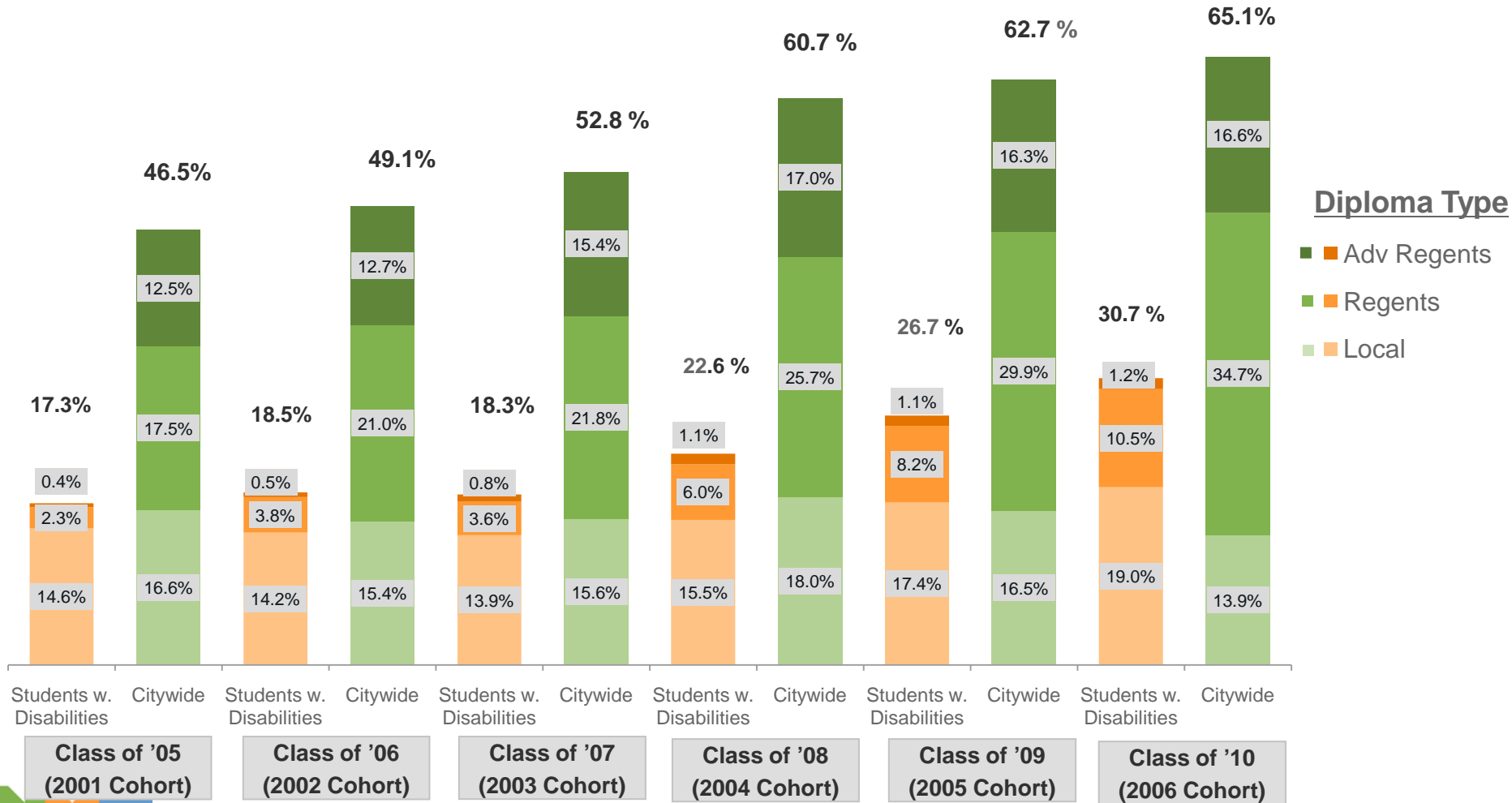
**Curi🌐sity. ALL children have it.**

# Why is reform needed?

# Four-Year Graduation Rates

## Percent of Students in a Cohort Graduating from High School in 4 Years

The 4-year graduation rate is presented at the top of the columns. The overall rate may not equal the sum of each diploma type due to rounding.



# What is the special education reform?

# NYC's Special Education Reform: Guiding Principles

1. Every school should educate and embrace the overwhelming majority of students with disabilities that they would serve if the students did not have an IEP.
2. All schools and students with disabilities are held accountable for goals that are standards-based. IEPs should reflect Common Core Standards and emphasize long-term educational outcomes.
3. All schools should have the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with disabilities with accountability outcomes.
4. School accountability measures, funding formulas, and enrollment policies and practices will be aligned with the foregoing principles.
5. Schools must be active partners with parents of students with disabilities.

# What the research shows...

**The more time students with disabilities spend in a general education classroom,**

- the higher their scores on standardized tests of reading and math;
- the fewer their absences from school;
- the fewer their referrals for disruptive behavior; and
- the better their outcomes after high school in the areas of employment and independent living.

**These results were found for all students with disabilities, regardless of:**

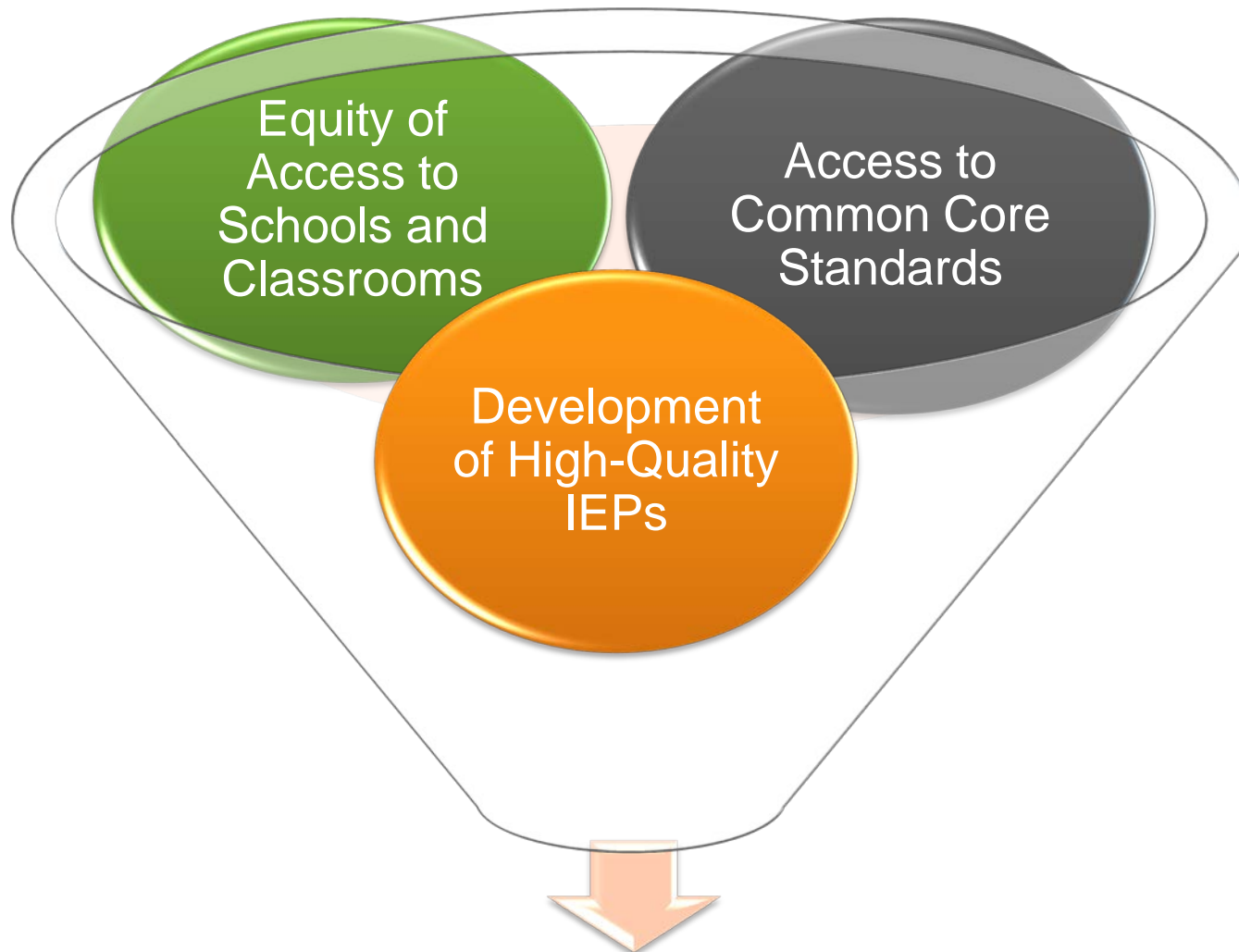
- their classification;
- the severity of their disability;
- their gender; or
- their family's socio-economic status.

(Wagner, Newman, Cameto, Levine, & Garza, 2006)

**The performance of students without disabilities is not compromised by the presence of students with disabilities. In fact, they derive benefits from their involvement.**

(McGregor & Vogelsberg, 1998)

# How is NYC reforming Special Education?

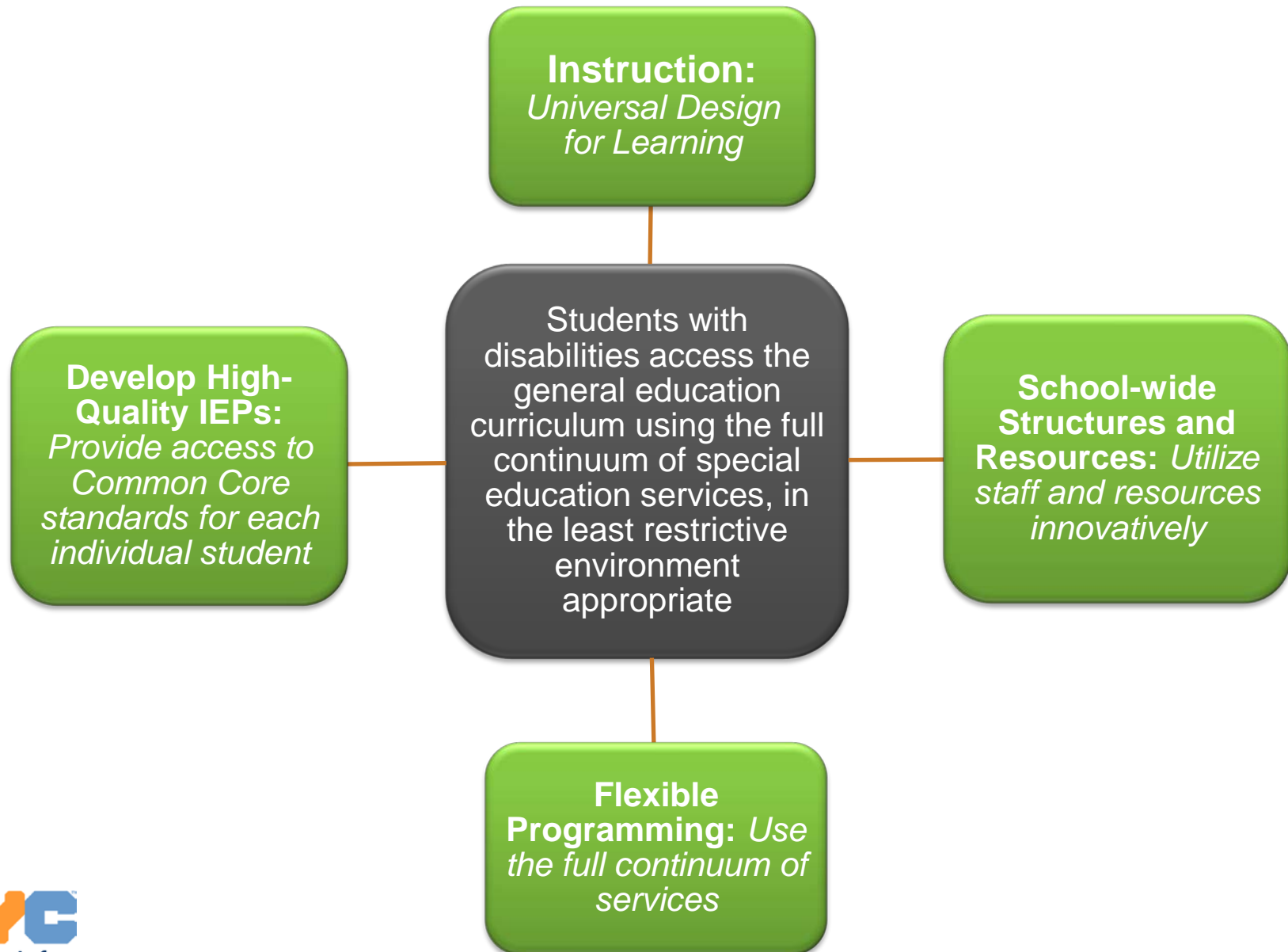


**Students with disabilities access the general education curriculum using the full continuum of special education services, in the least restrictive environment appropriate**

# How will this impact schools?

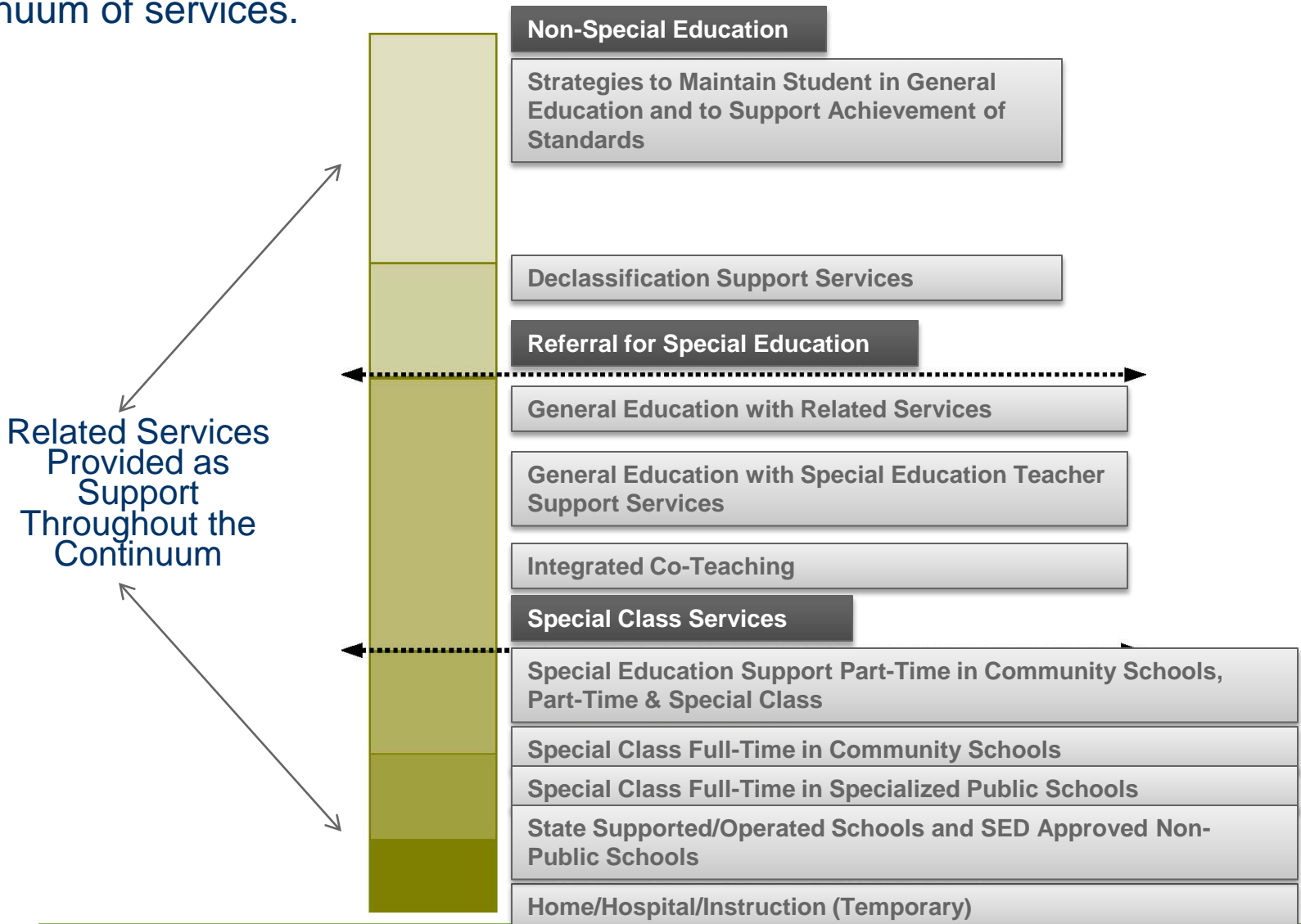


# What does this mean for schools?



# Unified Service Delivery System

This chart represents the types of special education services included in the continuum of services.



Related Services Provided as Support Throughout the Continuum

# Sample High School Student Schedule


Period	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Elective	Elective	Elective	Elective	Elective
2	U.S. History*	U.S. History	U.S. History	U.S. History	U.S. History
3	Math ICT	Math ICT	Math ICT	Math ICT	Math ICT
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	English Self-Contained	English Self-Contained	English Self-Contained	English Self-Contained	English Self-Contained
6	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
7	Life Science*	Life Science	Life Science	Life Science	Life Science
8	Elective	Elective	Elective	Elective	Elective

\* Student receives INDIRECT SETSS 2x/week, once for History once for Science. During that time his special education and general education teachers consult on making the content accessible for that subject for the week.



# September 2012 Enrollment & Admissions Practices

Equity of  
Access to  
Schools and  
Classrooms



- ❖ Schools will be required to serve students with disabilities who enter in articulating grades
- ❖ Schools will be expected to meet the needs of students in their school who are identified for special education services
- ❖ High schools will be asked to admit and serve a percentage of students with disabilities equivalent to the percentage of students with disabilities in their district or borough

# Questions?

If you have any questions specific to your school, please feel free to email: [SpecialEducationReform@schools.nyc.gov](mailto:SpecialEducationReform@schools.nyc.gov)