



# **Special Education Funding Weights**

## **Texas Commission on Public School Finance**

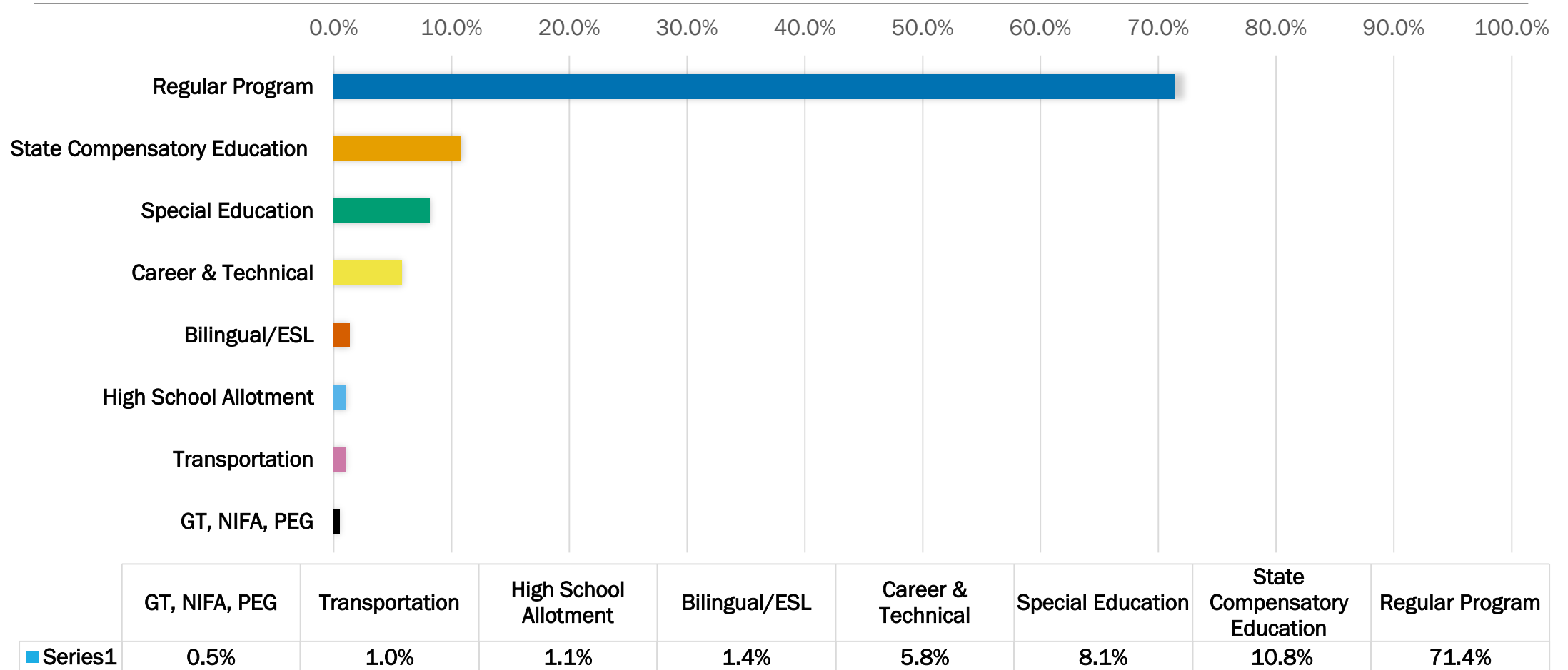
### **Expenditures Working Group**

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**TEXAS EDUCATION AGENCY**

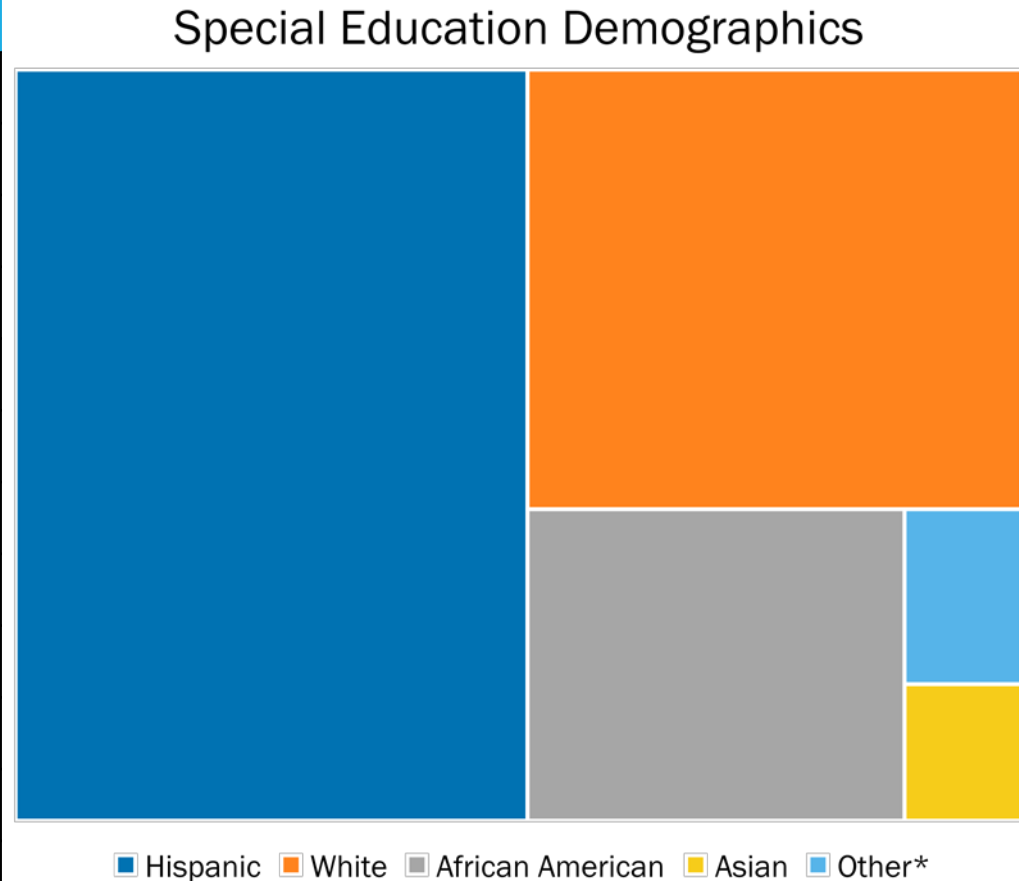
**MAY 4, 2018**

# In FY2018, the Special Education Allotment comprises 8.1% of Tier I funding (\$3.0 billion out \$37.1 billion)



# Special Education Allotment (TEC §42.151) weights & student demographics

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Homebound	5.0
Hospital class	3.0
Speech therapy	5.0
Resource room	3.0
Self-contained mild & moderate	3.0
Self-contained severe	3.0
Off home campus	2.7
Nonpublic day school	1.7
Vocational adjustment class	2.3
Residential care & treatment	4.0
State schools	2.8
Mainstream (ADA, not FTE basis)	1.1 (effectively 2.1)



\*Other: includes American Indian, Pacific Islander, and Two or More Races

# FY2018 Statewide Special Education Allotment Breakdown (Estimated)

Special Education Setting	ADA / FTEs	Special Education Allotment
“Regular” Special Education FTEs	375,000	\$2.15 billion
Mainstream ADA	130,000	\$821 million
Residential Care & Treatment FTEs	2,450	\$59.5 million
State Schools FTEs	10	\$175 thousand
Non-Public Contracts FTEs	200	\$2 million
(Less Early Childhood Intervention Set-Aside)		(\$16.5 million)
<b>Total Special Education Allotment</b>		<b>\$3.0 billion</b>

# How is Tier I funding determined?

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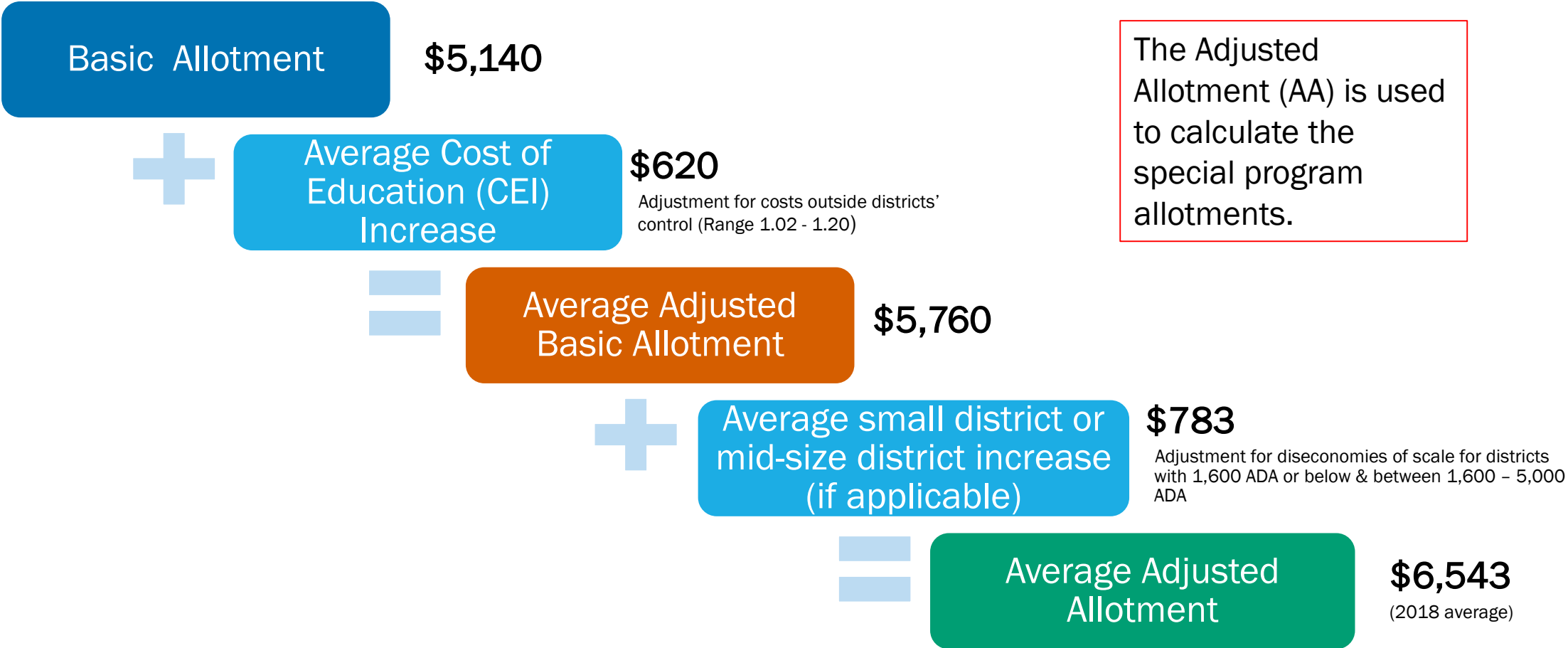
The Basic Allotment (BA) is \$5,140 per student for the 2018–2019 biennium and is set in the General Appropriations Act (GAA).

The \$5,140 BA per student is increased for school characteristics:

- Increased for the school districts' cost of education index (CEI);
- Increased if the school district qualifies as small district or mid-size district

Once the BA has been increased for school characteristics, it is used in a series of formulas that take into account student characteristics.

# In Summary: How the Basic Allotment (BA) becomes the Adjusted Allotment (AA)



# Special Education (SPED)

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Students who have a disability as defined by federal law are eligible to receive SPED services. A student receiving SPED services is assigned to an instructional arrangement or setting depending on the type of services required.

# Special Education (SPED) Funding

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Funding is based on the amount of time that students with disabilities are served in their instructional arrangements. Students with disabilities assigned to the mainstream instructional arrangement also generate funding based on average daily attendance (ADA).

A district's special education student population's average daily attendance (ADA), contact hours and full-time equivalents (FTEs) are used along with the district's adjusted allotment (AA) (and a multiplier range depending on the instructional arrangement) to calculate the district's SPED allotment.



# Step 1: SPED Enrollment to Average Daily Attendance (ADA)

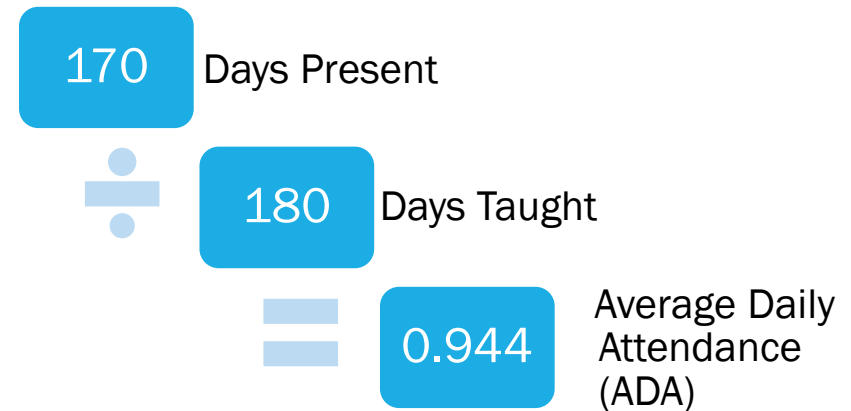
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The Average Daily Attendance is the average attendance of students for the school year.

Simply put, ADA = Days Present ÷ Days Taught (days open for instruction)

*Example: Johnny was present for 170 of the 180 days a campus was open for instruction.*

*Johnny's ADA = 0.944 (This will be used to calculate the regular program allotment).*



# Step 2: SPED Days Present to Contact Hours

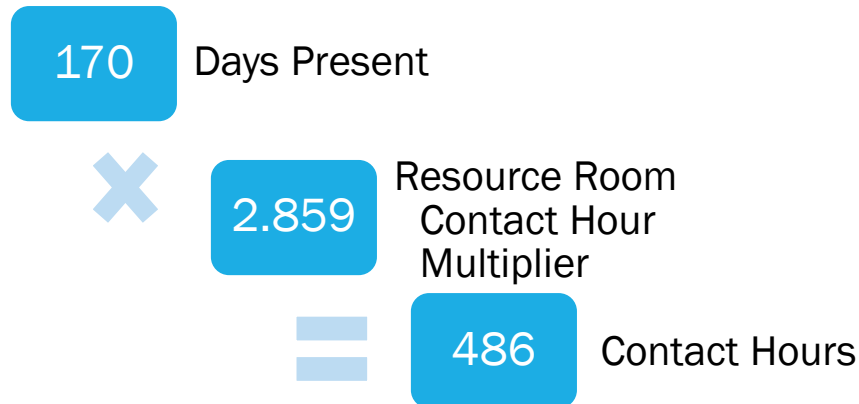
The SPED Days Present must be converted to contact hours. The amount of assigned contact hours varies by instructional arrangement. Contact hours are the total eligible days present for that instructional setting multiplied by the corresponding contact-hour multiplier.

Contact hours for any one student receiving SPED services may not exceed six hours per day or 30 hours per week for funding purposes.

$$\text{Contact Hours} = \text{Days Present} \times \text{Contact Hour Multiplier}$$

Instructional Arrangement	Contact Hour Multiplier
Homebound	1.000
Hospital Class	4.500
Speech Therapy	0.250
<b>Resource Room</b>	<b>2.859</b>
Self-contained mild/moderate & severe	2.859
Off-home Campus	4.250
Vocational Adjustment Class	5.500
State Schools	5.500
Nonpublic Contracts	n/a
Residential Care & Treatment	5.500
Mainstream	n/a

*Johnny had an IEP which indicated a Special Education setting of "Resource Room" and was present for 170 days in the school year.*



*Johnny's Total Contact Hours = 486.*

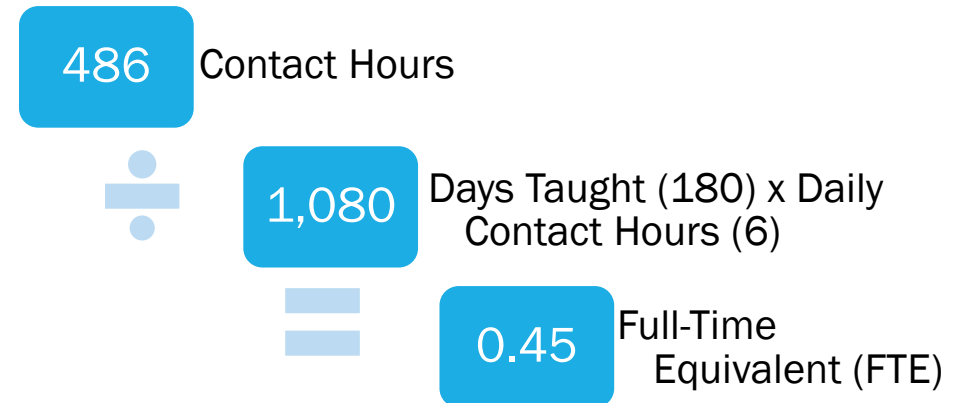
# Step 3: SPED Contact Hours to Student Full-Time Equivalents (FTEs)

A Full-Time Equivalent is based on 30 Contact Hours per week between a student participating in an eligible program and applicable program personnel. [See TEC Sec. 42.151(f)].

$$\text{FTE} = \text{Contact Hours} \div (\text{Days Taught} \times \text{Daily Contact Hours (6)})$$

*Johnny had an IEP which indicated a Special Education setting of "Resource Room" and was present for 170 days in the school year.*

*Johnny's Resource Room FTE = 0.45.*



# Step 4: SPED FTEs to Weighted FTEs

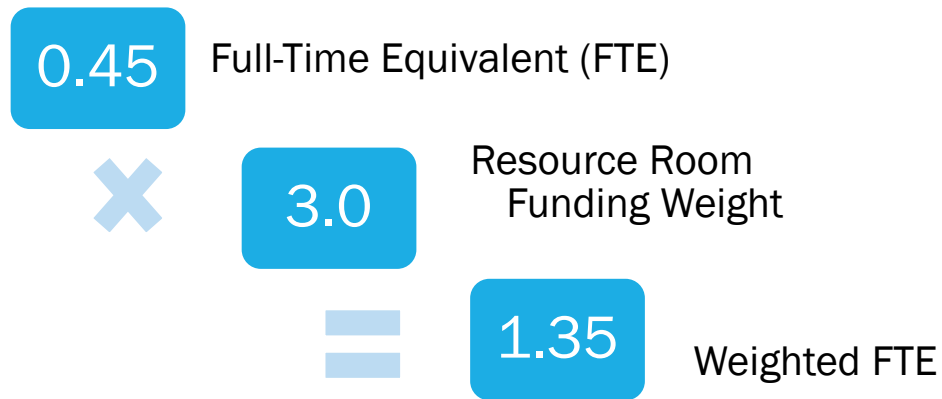
A student with a disability is assigned one of 12 SPED instructional arrangements, each with a varying weight (from 1.1 to 5.0), that is based on the duration of the daily service provided and the location of the instruction.

Weighted FTE = FTE x Instructional Arrangement Weight

Instructional Arrangement	Weight
Homebound	5.0
Hospital Class	3.0
Speech Therapy	5.0
<b>Resource Room</b>	<b>3.0</b>
Self-contained M&M & Severe	3.0
Off-home Campus	2.7
Vocational Adjustment Class	2.3
State Schools	2.8
Nonpublic Contracts	1.7
Residential Care & Treatment	4.0
Mainstream*	1.1

**Resource Room** has an Instructional Arrangement Funding Weight of 3.0.

*Johnny's Weighted FTE = 1.35.*



\*Mainstream is funded based on ADA, not FTEs, and is treated differently in the formulas

# Step 5: Special Education Allotment

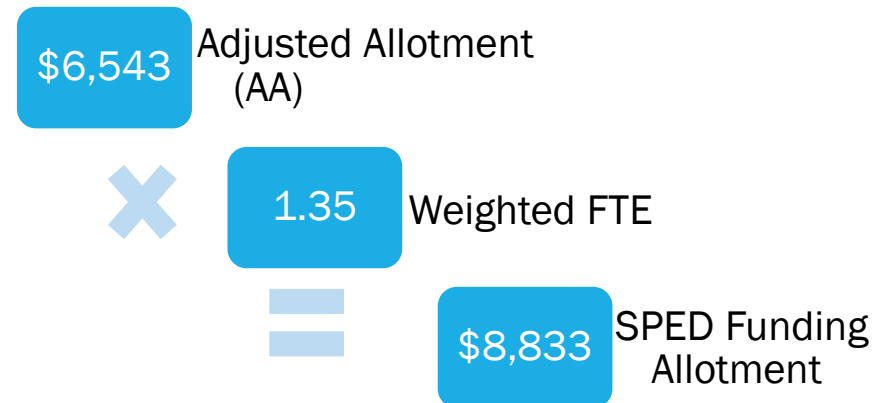
As previously mentioned, funding is based on the amount of time that students with disabilities are served in their instructional arrangements.

To calculate a district's SPED allotment, the district's Adjusted Allotment (AA) is multiplied by the weighted FTEs in each instructional arrangement.

$$\text{SPED Funding} = \text{Adjusted Allotment (AA)} \times \text{Weighted FTE}$$

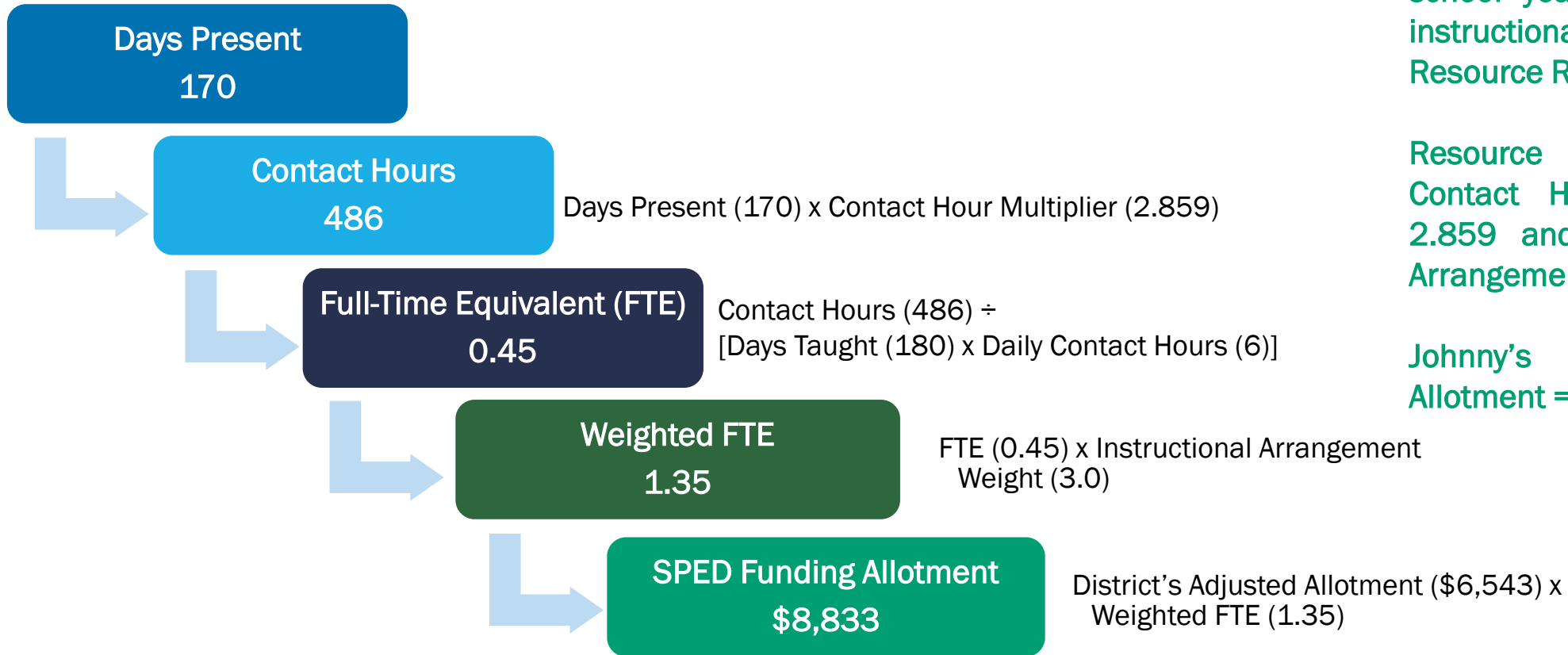
*\$6,543 = 2018 Average Adjusted Allotment.*

*Johnny's SPED Funding = \$8,833.*



# SPED Allotment Funding Summary

## (Steps 1 through 5)

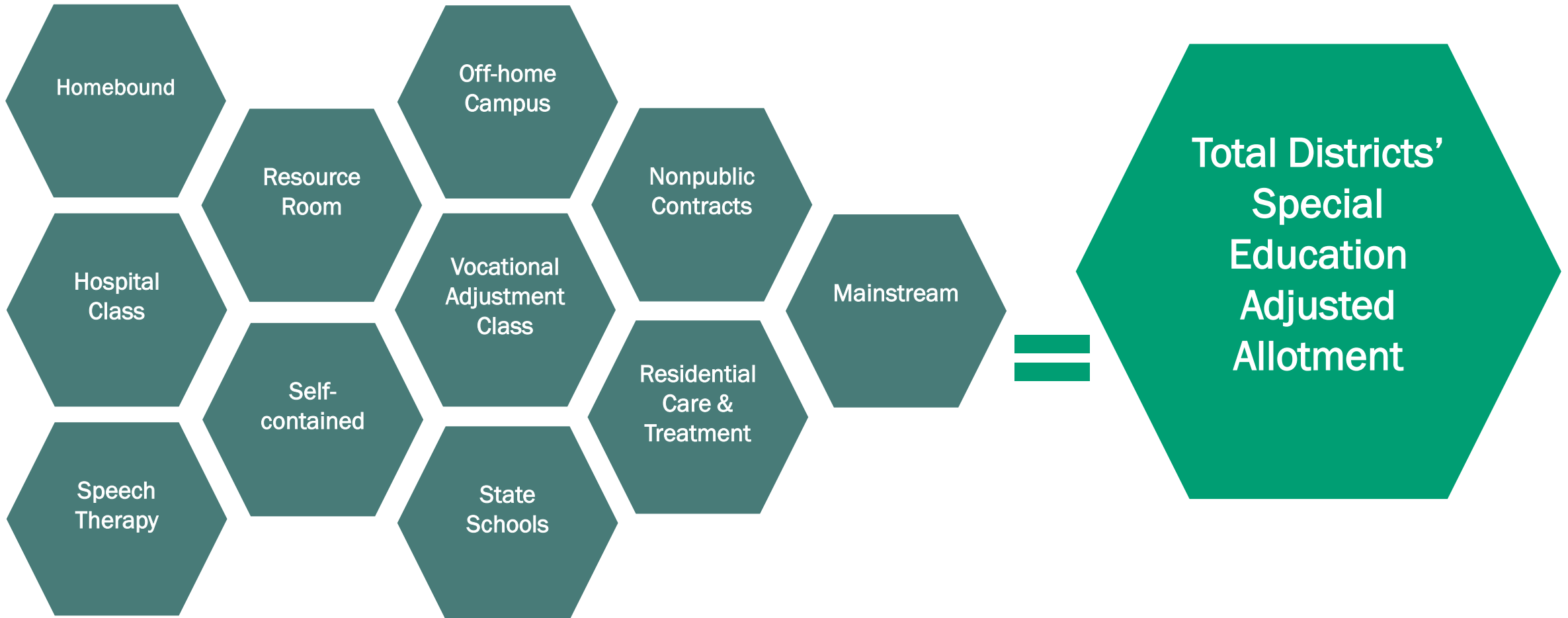


Johnny was present for 170 of the 180 days taught this school year and was in an instructional setting of Resource Room.

Resource Room has a Contact Hour Multiplier of 2.859 and an Instructional Arrangement Weight of 3.0.

Johnny's SPED Funding Allotment = \$8,833.

# The Total Districts' SPED Adjusted Allotment is the sum of all SPED allotments.



# Step 6: Regular Program Allotment (adjusted for Special Education and Career and Technology)

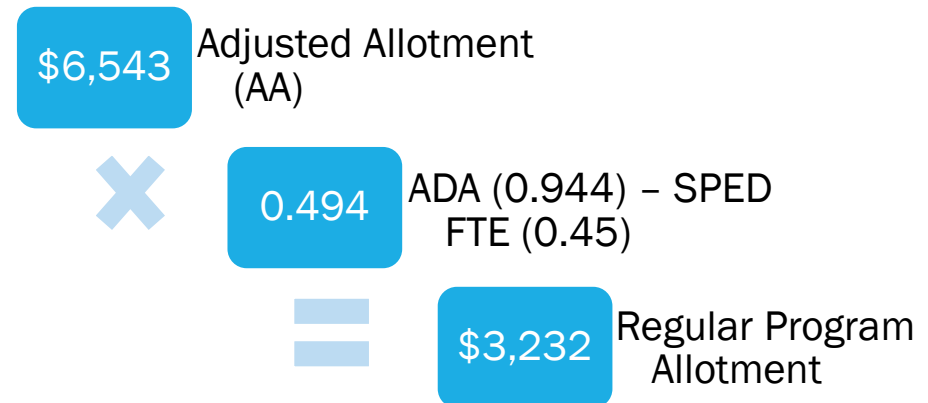
To calculate a district's regular education program allotment, the district's AA is multiplied by the district's number of students in ADA who are not receiving special education services or career and technical education (CTE).

$$\text{Regular Program Funding} = \text{AA} \times (\text{ADA} - \text{FTE [minus SPED and CTE FTES]})$$

*\$6,543 = 2018 Average Adjusted Allotment.*

*Johnny did not take any Career and Technical courses and had ADA = 0.944.*

*Johnny's Regular Program Funding = \$3,232.*



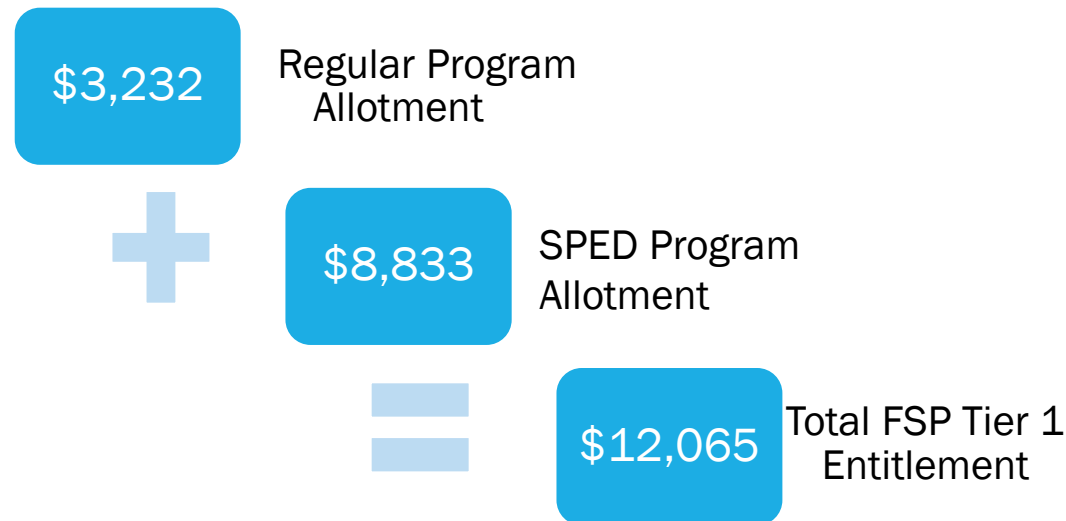


# Step 7: Calculate Total Funding

## [Regular Program Allotment + SPED Allotment]

The sum of the Tier I amounts (regular program allotment, all other program allotments, NIFA, transportation allotment, and high school allotment) represents a district's Tier I entitlement.

*Johnny did not participate in any other Tier 1 programs on campus. Therefore, Johnny's Regular Program Allotment plus his SPED Program Allotment (based on an instructional arrangement of Resource Room) will represent his Total FSP Entitlement.*

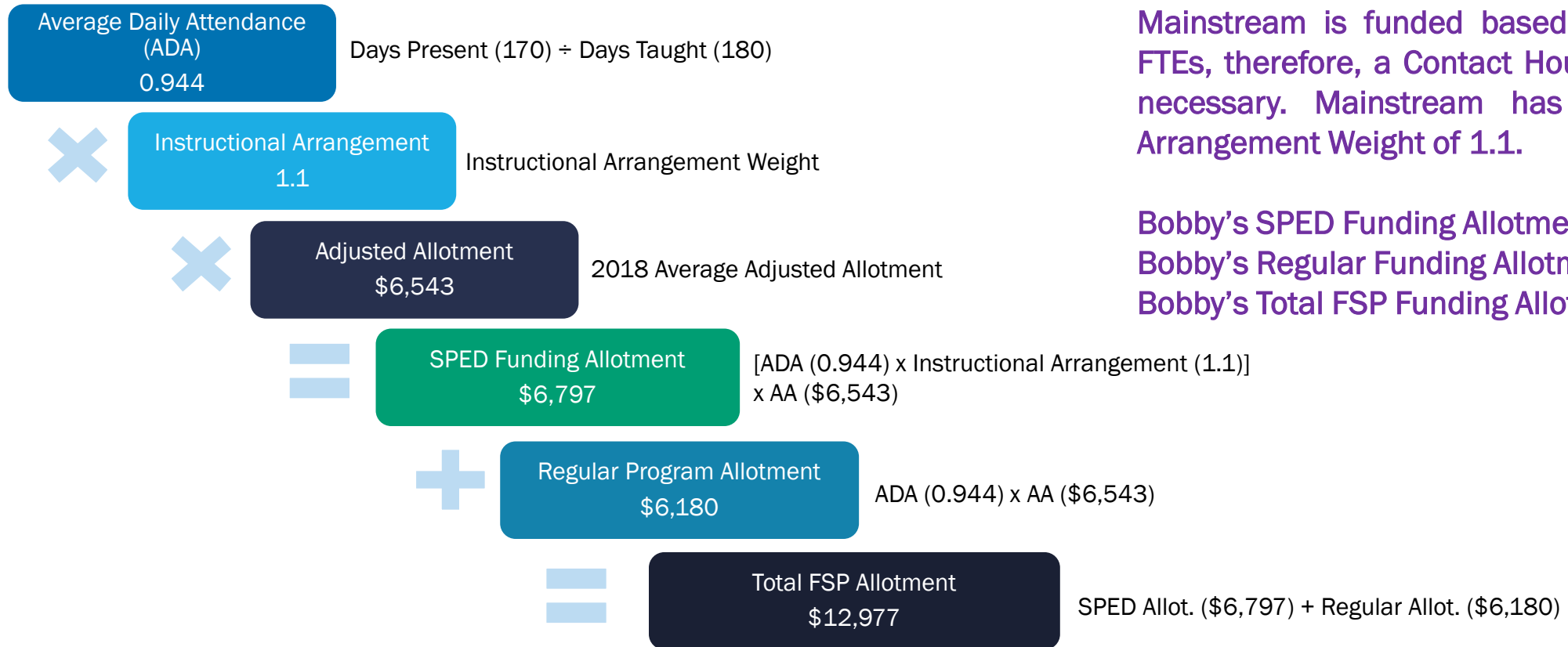


# Mainstream Funding Example

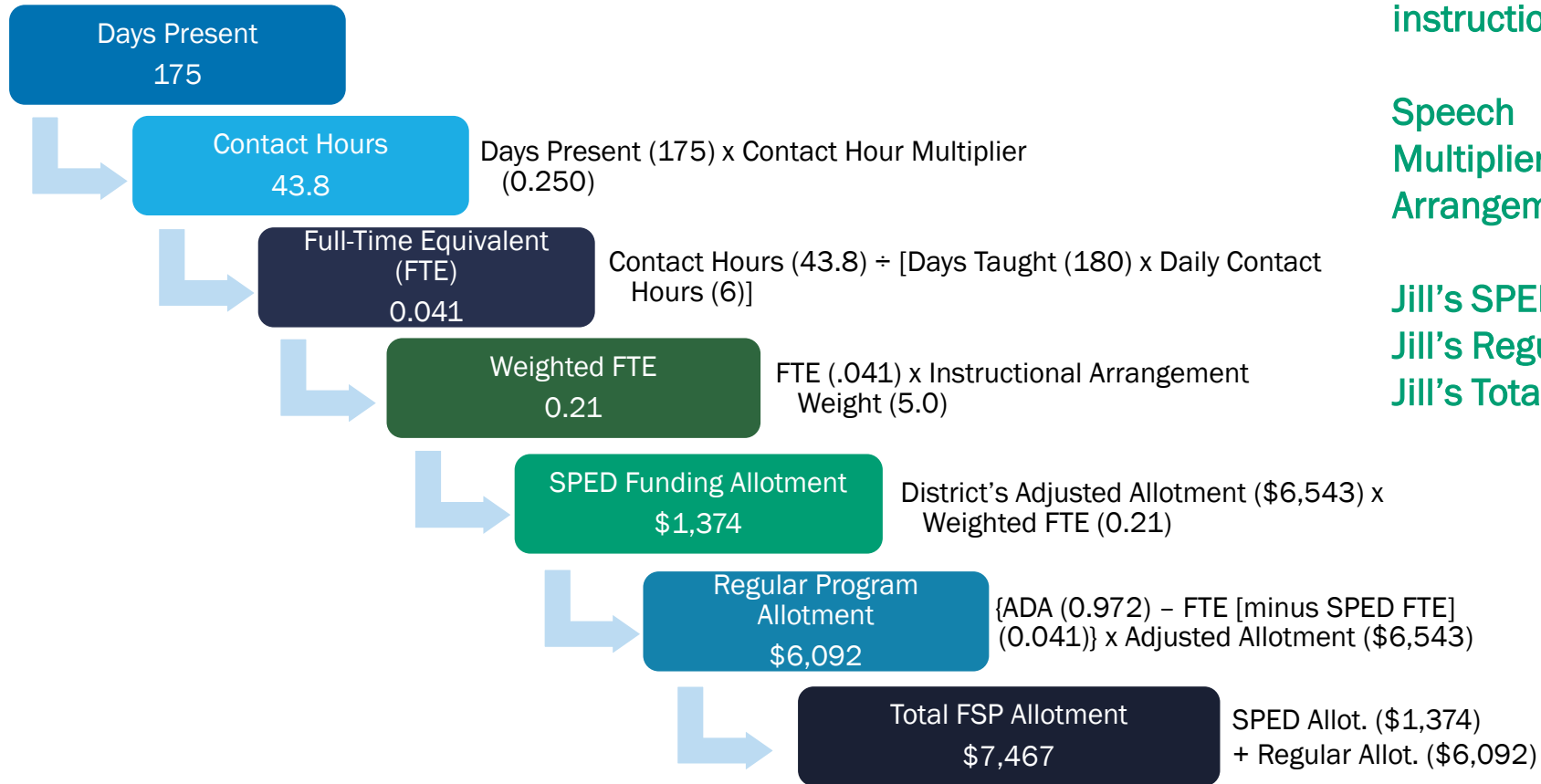
Bobby was present for 170 of the 180 days taught this school year and was in a Mainstream instructional setting.

Mainstream is funded based on ADA and not FTEs, therefore, a Contact Hour Multiplier is not necessary. Mainstream has an Instructional Arrangement Weight of 1.1.

Bobby's SPED Funding Allotment = \$6,797.  
 Bobby's Regular Funding Allotment = \$6,180.  
 Bobby's Total FSP Funding Allotment = \$12,977.



# Speech Therapy Funding Example



Jill was present for 175 of the 180 days taught this school year and was in an instructional setting of Speech Therapy

Speech Therapy has a Contact Hour Multiplier of 0.250 and an Instructional Arrangement Weight of 5.0.

Jill's SPED Funding Allotment = \$1,374.  
 Jill's Regular Funding Allotment = \$6,092.  
 Jill's Total FSP Funding Allotment = \$7,467.