

Special Education Savings

Assumptions for declining enrollment:

- ~~● 70% of special education students are in a regular education classroom at least 80% of the time.~~
- ~~● This is the population most likely to be positively impacted by the Commission's recommendations. Any projections of special education enrollment declines should be based on this population.~~
- Assume this population will decline by ~~40~~50% against enrollment projections by FY 30, beginning with a ~~4.44~~5.56% decline in FY 22 enrollment and assuming additional annual incremental declines of ~~4.44~~5.56% (i.e., an 8.8811.11% decline in FY 23 and so on).
- ~~● This assumption is based on actual experience in Finland. In 2010 Finland began substantive reforms to teaching, learning, and curriculum and differentiated the level of support provided to students. The level of support provided at the least intensive level (hence we used our level of those in the regular education classroom at least 80% of the time) was gradually phased out as students were in higher quality learning environments. In Finland this meant approximately 40% of special needs students no longer needed to be classified as special needs. Using 40% for Maryland is more conservative given that it is only applied to 70% of special education students.~~
- When the Commission's recommendations are fully implemented, the proportion of Maryland students assigned to special education can be reduced by 50 percent or more. The estimate is based on the evidence from the top performing countries, where students assigned to what is called special education in the United States represent about half of the corresponding proportion in the United States and the gap between the lowest quintile of performers and the highest quintile is smaller. It is also supported by extensive research in the United States showing that the proportion of students assigned to special education in the United States who have specific clinical disabilities is less than half of the total of the students assigned to special education. Researchers have estimated that between 50 and 75 percent of struggling learners are unnecessarily placed in special education. The estimates presented below assume a reduction by FY 30 consistent with the lower end of this range, or 50%.
- Using \$13,619 in per pupil costs, savings amount to \$46,600,042 in fiscal 2022 and \$427,971,862 by fiscal 2030.

- Total special education enrollment based on DLS projections:

	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
Total	108,407	109,253	109,994	110,740	111,091	111,455	111,632	111,583	111,800	112,020	112,242
70%	75,885	76,477	76,996	77,518	77,764	78,019	78,142	78,108	78,260	78,414	78,569
decline	0	—0	3,422	6,890	10,367	13,869	17,363	20,827	24,345	27,878	31,425
<u>decline</u>	<u>0</u>	<u>—0</u>	<u>6,111</u>	<u>12,304</u>	<u>18,515</u>	<u>24,768</u>	<u>31,009</u>	<u>37,194</u>	<u>43,477</u>	<u>49,786</u>	<u>56,121</u>

- Savings:

Year 0 (FY 2020)	Year 1 (FY 2021)	Year 5 (FY 2025)	Year 10 (FY 2030)
\$0	\$0	\$188,876,035 <u>337,308,992</u>	\$427,971,862 <u>764,304,256</u>