

VT Agency of Education: Special Education Update

Vermont State Board of Education
September 18, 2024

Today's Objectives

- Context of State Board of Education Rule Series 2360 and 1300
- Special Education Landscape by the Numbers
- Federal Special Education Accountability
 - State Performance Plan Indicators
 - VT 2023 Annual Performance Report and Office of Special Ed. Programs (OSEP) Determination

Rule Changes Background

- The State Board of Education opened the entirety of rule 2360, which resulted in several changes to the Special Education (3-21) Rules.
- The State Board adopted the new Special Education Rule Series 1300 (Special Education Finance) and updated 2360 on May 13, 2021, to be made effective July 1, 2022.
- There are 6 key changes the AOE provided focused training & technical assistance to the field throughout 2021 and 2022.

Rule Changes

State Special Education Funding (1300 series)

- Reimbursement Model to Census Bock Grant
- Transition period from 2023 through 2026 (fully transitioned by July 1, 2026)
- Additional Information
 - 2 per-student grants
 - 2 reimbursement processes

State Special Education (2360 series)

- 8 Key Changes:
 1. SLD Determination
 2. Adverse Effect criteria
 3. Functional Skills
 4. Goal Writing
 5. Parent Input
 6. Definition of Special Education
- Early Childhood Special Education:
 7. LRE ages 3-5
 8. IEP Content

Vermont Special Education Landscape SY22-23

VT By the Numbers

- 83,840: Number of students aged 3-21 enrolled in public schools (not inclusive of all settings)
- 15,471: Number of students aged 3-21 with an IEP (childcount data across all settings)
- 1365: Number of children aged 3-5 (not in kindergarten) with an IEP
- 906: Number of children aged 3-5 (not in kindergarten) enrolled in an Early Childhood program
- 712: Number of students requiring an extraordinary cost reimbursement

Grades

ECSE = Early
Childhood Special
Education

Total ECSE = 1,365

Total K-12 = 14,106

GRADE	Percent of Students on an IEP
ECSE	8.84%
Kindergarten	5.01%
01	5.60%
02	5.99%
03	7.12%
04	7.59%
05	7.92%
06	7.60%
07	7.79%
08	7.78%
09	8.06%
10	7.70%
11	6.47%
12	6.00%
AW (Adults w/o Diploma)	0.54%

Disability Category

Disability Category	% on An IEP
SY23 Total	15,471
Autism	8.15%
Deaf-blindness	***
Developmental delay	17.75%
Emotional disturbance	13.72%
Hearing impairment	0.48%
Intellectual disability	3.93%
Multiple disabilities	1.28%
Other health impairment	18.42%
Orthopedic impairment	0.21%
Specific learning disability	27.79%
Speech or language impairment	7.95%
Traumatic brain injury	***
Visual impairment	0.16%

Preschool Environments

% of Children with IEPs, ages 3, 4, & 5 who are enrolled in an early childhood program:	Number of children served	VT State Target	Vermont SY 22-23
6A: Receiving majority of special education & related services in regular early childhood setting	906	69.00%	66.37%
6B: Attending separate special education class, separate school, or residential facility	14	0.71%	1.03%
6C: Receiving special education & related services in the home	65	8.23%	4.76%

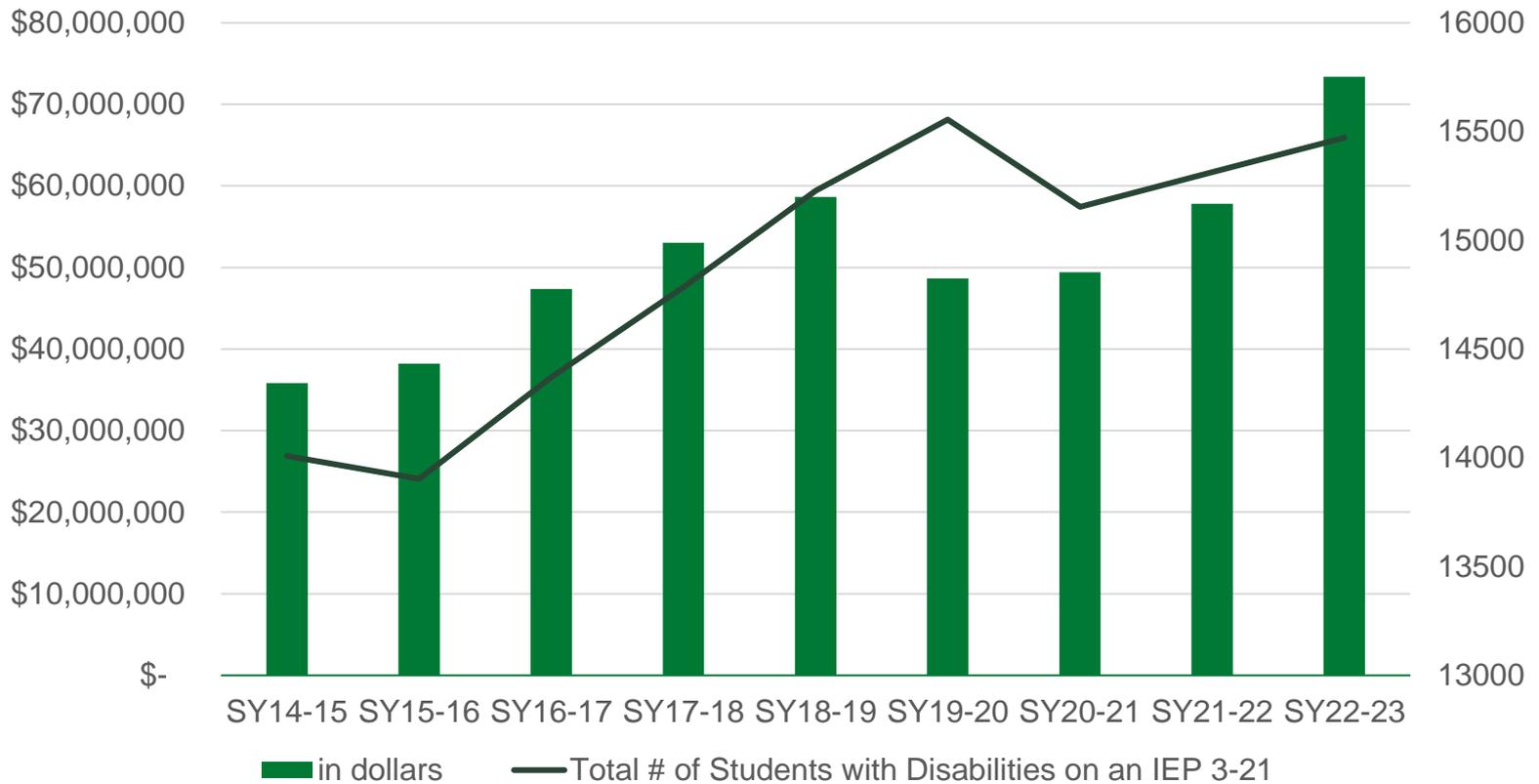
Preschool Outcomes

Outcome: (for % of preschool children ages 3-5 with IEPS)	% Substantially increased rate of growth	State Target	% within age expectations	State Target
Positive Social Emotional Skills	81.17%	84.67%	49.91%	52.04%
Acquisition and use of knowledge & skills	83.95%	87.80%	31.86%	36.04%
Use of appropriate behaviors to meet their needs	77.81%	86.50%	57.83%	59.87%

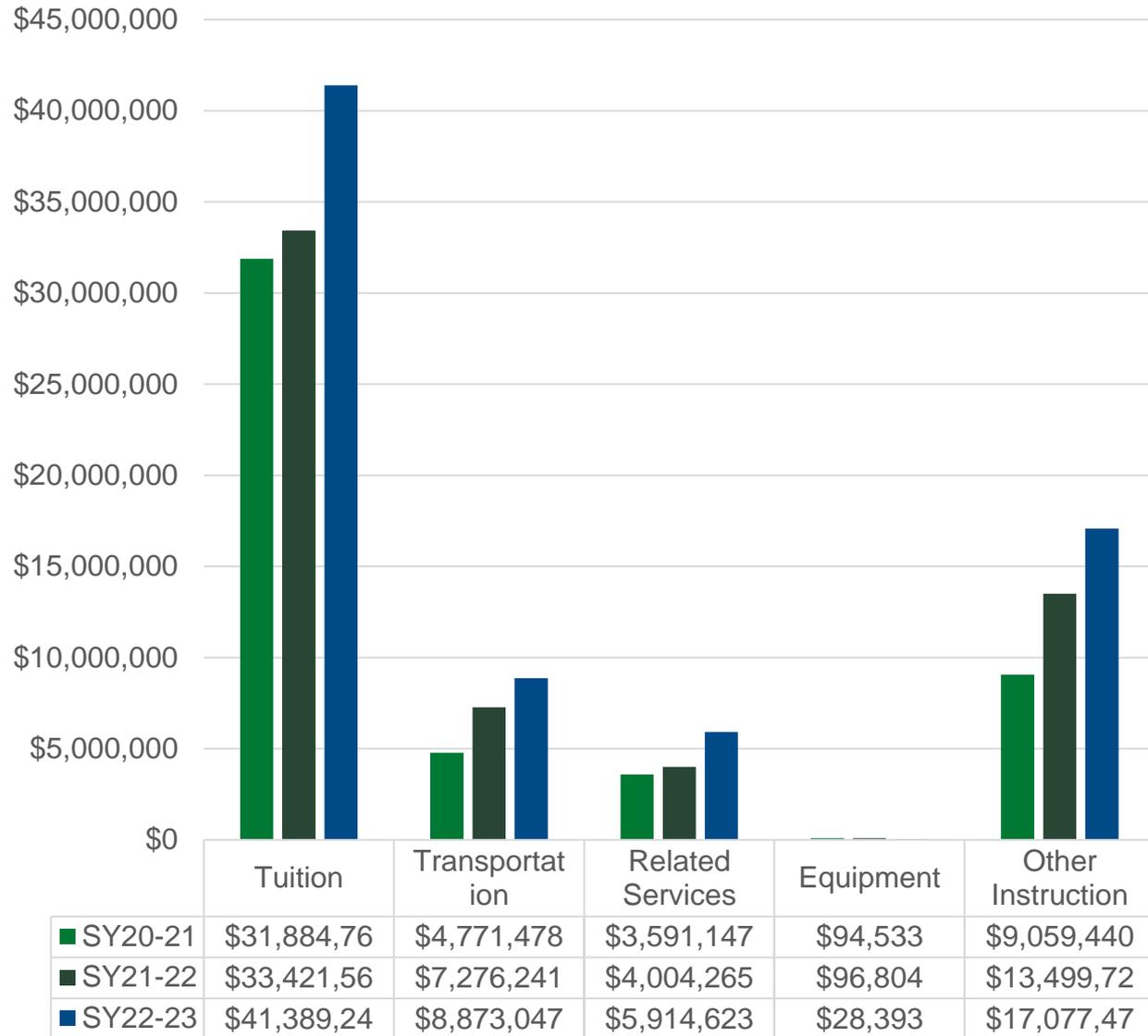
Kindergarten-12th Grade Educational Environments

	FFY20	FFY21	FFY22
Total number of children with IEPs aged 5 (K) through 21	13,793	14,078	14,106
A: Served inside the regular class 80% or more of the day	80.22%	81.06%	81.97%
B: Served inside the regular class less than 40% of the day	4.96%	4.74%	4.02%
C(1): Served in separate schools	4.92%	4.76%	5.27%
C(2): Served in residential facilities	1.05%	0.92%	0.84%
C(3): Served in homebound/hospital placements	0.12%	0.15%	0.13%

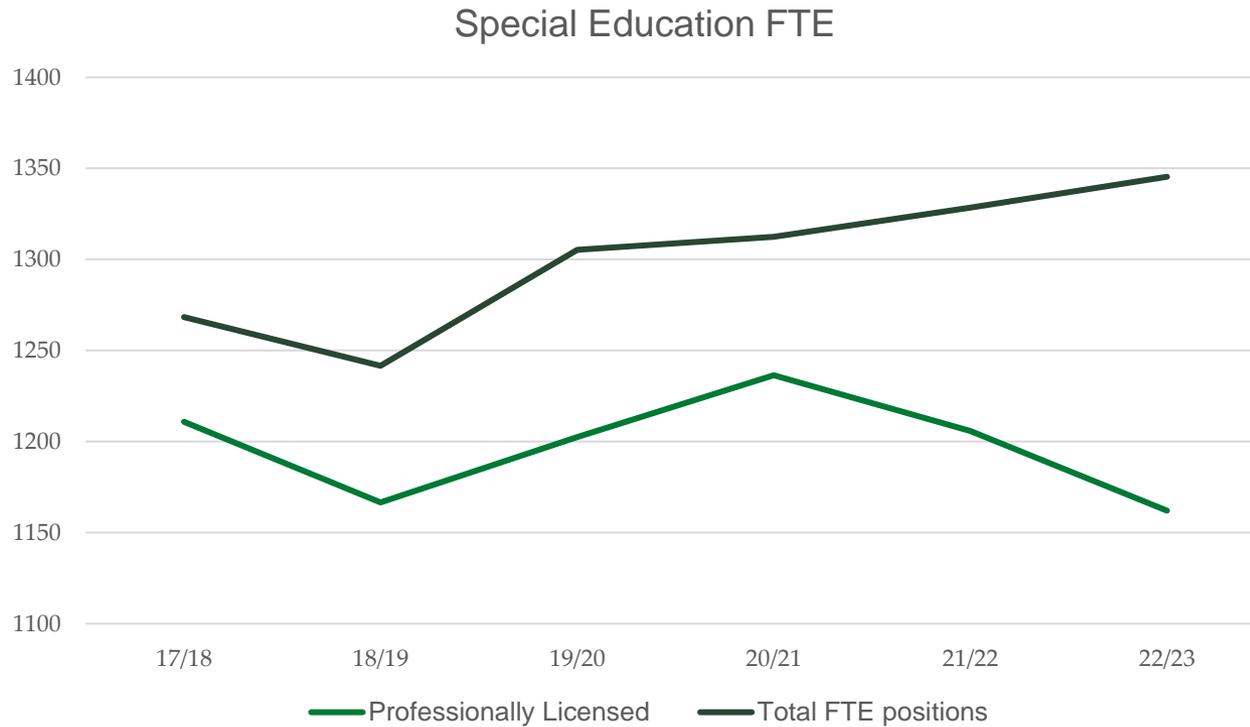
Extraordinary Costs and Count of Students on IEPs Yearly



Type of Extraordinary Cost and change over years



Special Ed FTE



Special Ed Trends

AOE SPECIAL EDUCATION PERSONNEL SURVEY

Year	Licensed	Pathway to Licensure	Vacant	Total FTE positions	%FTE qualified
17/18	1210	39	17	1268	95%
18/19	1166	52	22	1241	94%
19/20	1202	76	26	1305	92%
20/21	1236	45	30	1312	94%
21/22	1205	73	49	1328	91%
22/23	1162	109	73	1345	86%
23/24	1156	154	60	1369	84%

SPP/APR Appendix

The Office of Special Education Programs uses information and data from the State Performance Plan/Annual Performance Report to determine annually how the state is implementing the requirements of Part B of the IDEA.

[VT Annual Performance Report, Part B-FFY2022,
Public Report on 2024 IDEA B Determination](#)

VT SPP/APR: Indicators 1-5

- **Indicators 1 & 2: Graduation and Drop Out**—We are focused on increasing graduation rates and decreasing drop out rates for youth with IEPs.
- **Indicator 3: Assessment**—We are focused on increasing participation and proficiency rates for children with IEPs on national and statewide assessments in the areas of reading and math.
- **Indicator 4: Suspension & Expulsion**—There were no significant discrepancies found for LEAs in relation to suspension and expulsion of students with disabilities.
- **Indicator 5: Least Restrictive Environment**—82% of children with IEPs aged 5 through 21 are educated inside the regular class 80% or more of their day.

VT SPP/APR: Indicators 6-8

- **Indicators 6 & 7: Preschool Environments & Outcomes**—We are focused on increasing the number of children with IEPs, ages 3, 4 and 5, who are enrolled in a preschool program, to receive the majority of special education and related services in regular early childhood programs and on improving positive social-emotional skills, acquisition, and use of knowledge and skills and the use of appropriate behaviors to meet their needs.
- **Indicator 8: Parent Involvement**—We are focused on supporting LEAs and schools to help increase parental involvement to improve services and results for children with disabilities.

VT SPP/APR: Indicator 9-12

- **Indicators 9 & 10: Disproportionate Representation**—no disproportionate representation found for racial/ethnic groups or specific disability categories pertaining to the identification of students with disabilities.
- **Indicator 11: Child Find**—We are focused on supporting LEAs in ensuring that 100% of children are evaluated within 60 days of gaining parental consent for initial evaluations (we were at 95.5% for the 22-23 SY).
- **Indicator 12: Early Childhood Transition**—100% of eligible students had an IEP implemented by their 3rd birthday.

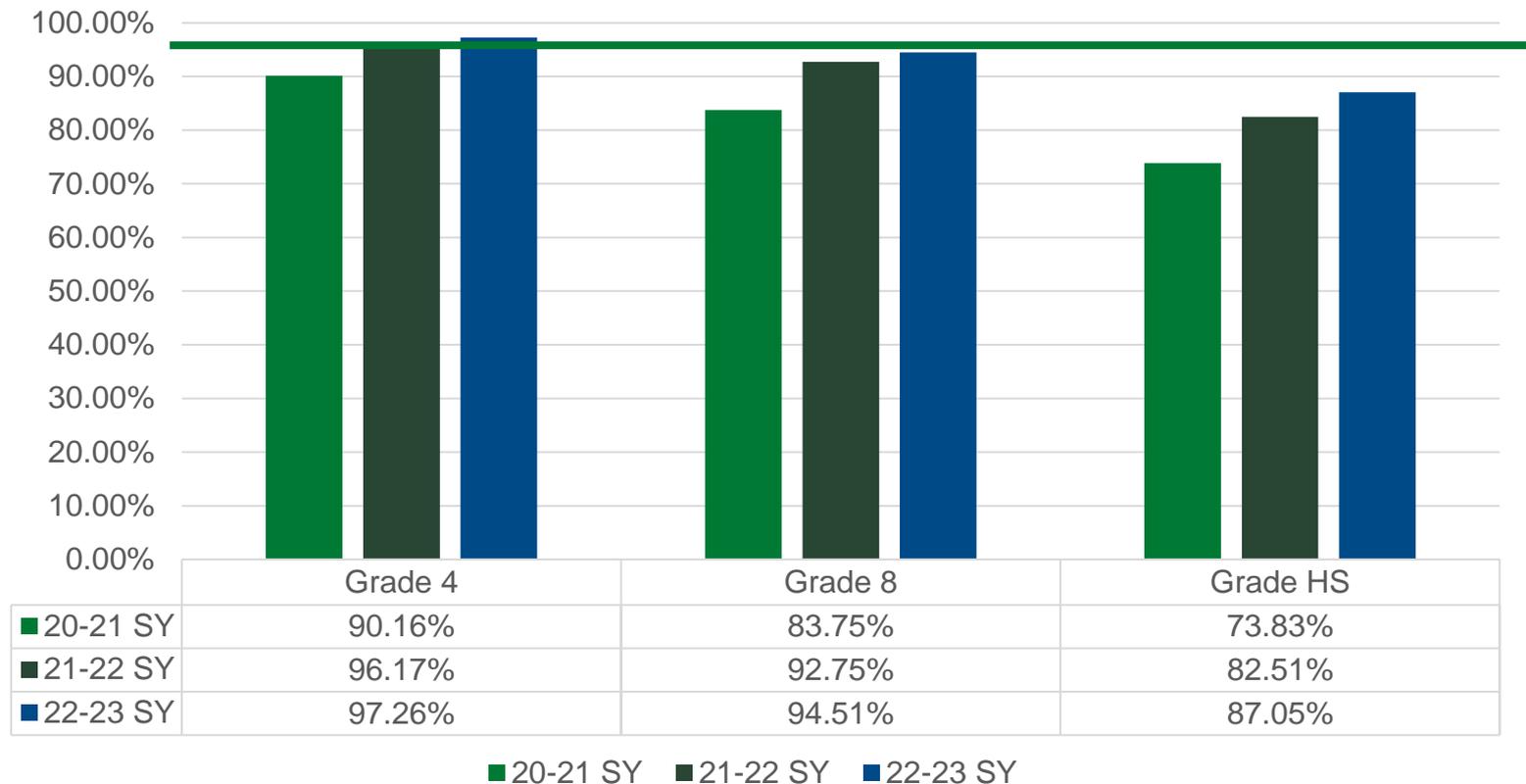
VT SPP/APR: Indicators 13-14

- **Indicator 13: Secondary Transition**—We are focused on supporting LEAs to ensure that youth ages 16+ who have an IEP, have transition plans that have all elements including measurable, annually updated IEP goals and appropriate transition assessments, services and courses.
- **Indicator 14: Post-School Outcomes**—87% of youth no longer in secondary school who had an IEP in effect at the time they left school were either enrolled in higher education or in some other postsecondary education or training program or were competitively employed or in some other employment within one year of leaving high school.

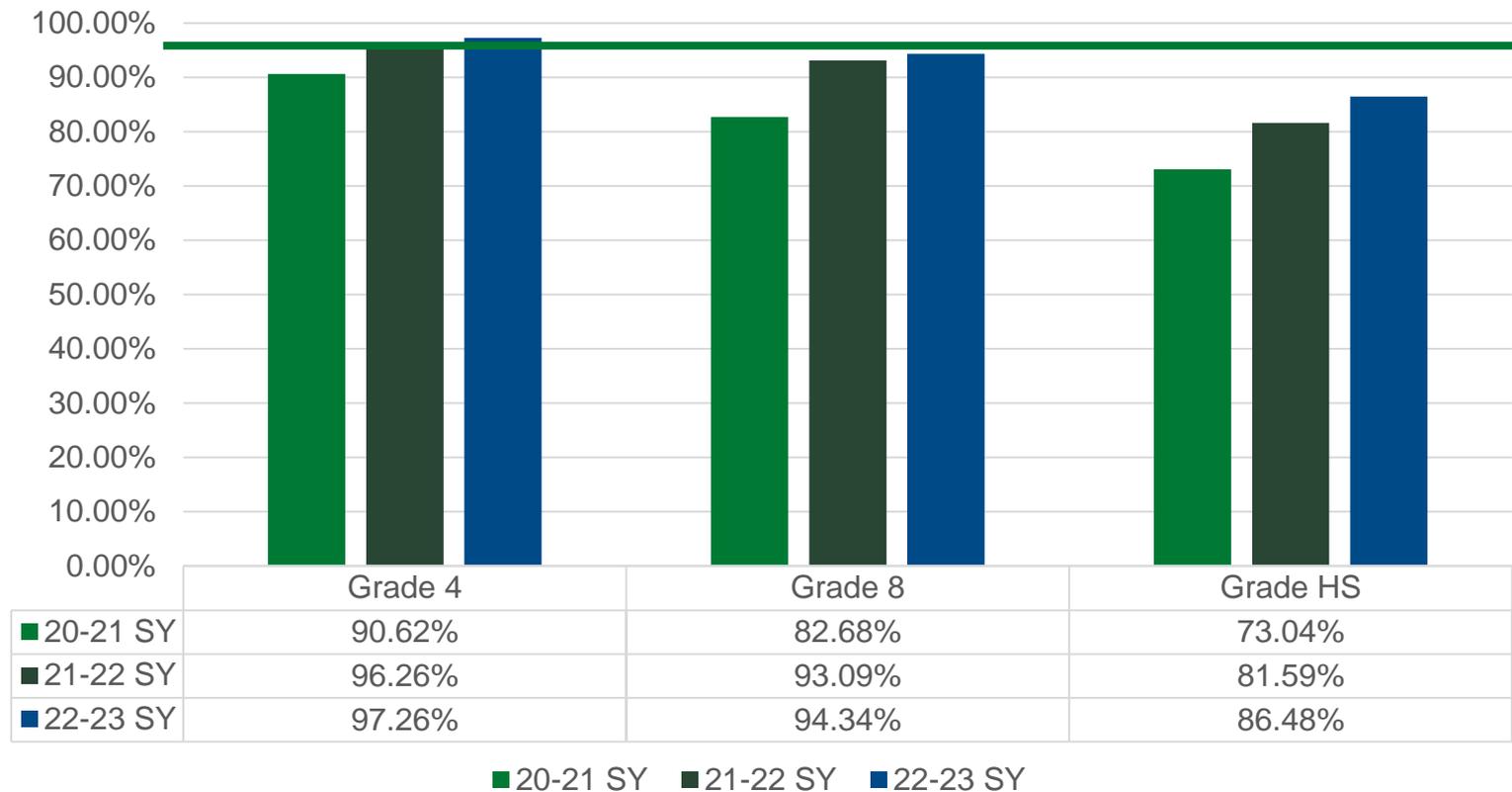
VT SPP/APR: Indicators 15-17

- **Indicators 15 & 16: Resolution Sessions & Mediation**—we met our state targets for percentage of hearing requests and mediation requests that were resolved through resolution settlement agreements or mediation agreements.
- **Indicator 17: State Systemic Improvement Plan (SSIP)**—We will continue to implement our SSIP focused on increasing math proficiency for students in grades K-3.

Indicator 3(A): Participation Rate for Children With IEPs State Reading Assessment (SY 22-23)

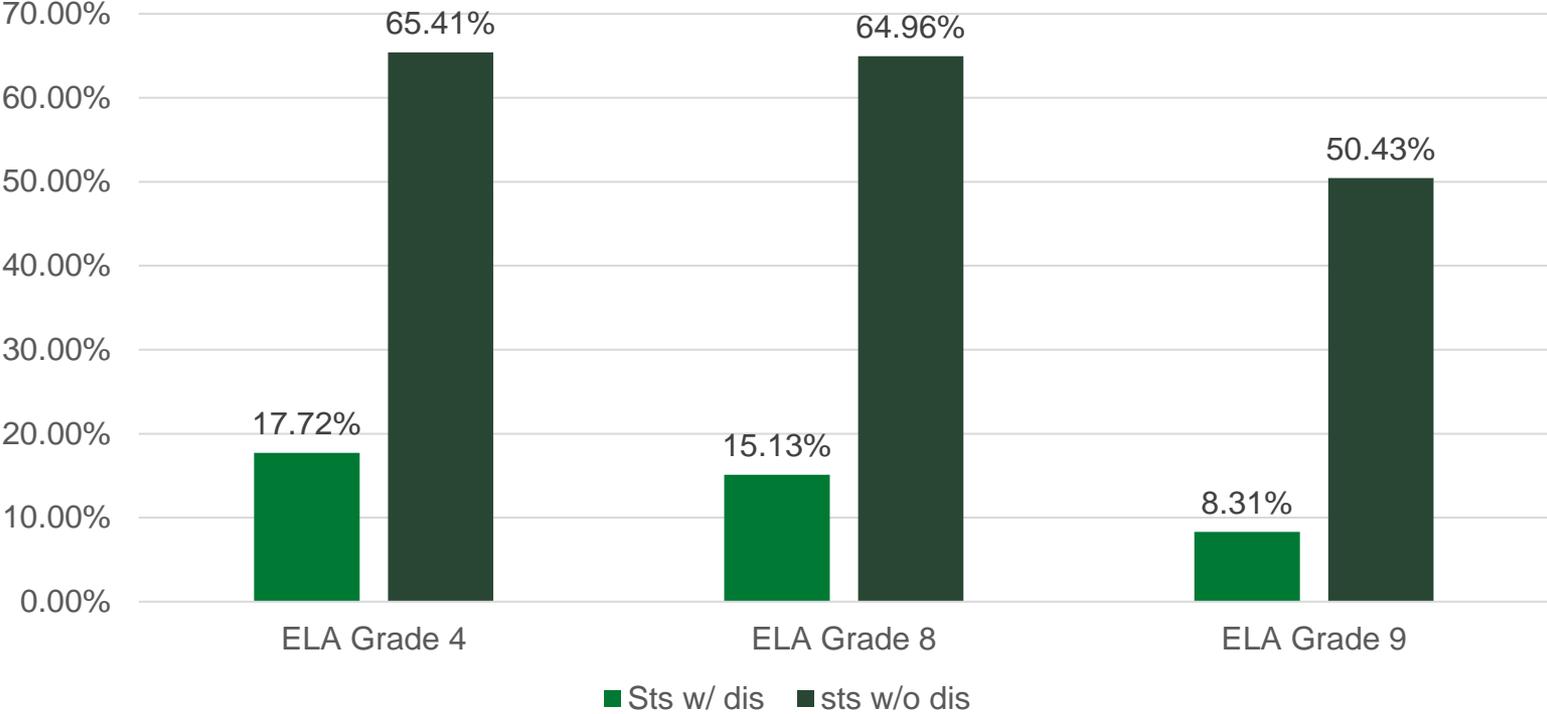


Indicator 3(A): Participation Rate for Children With IEPs State Math Assessment (SY 22-23)



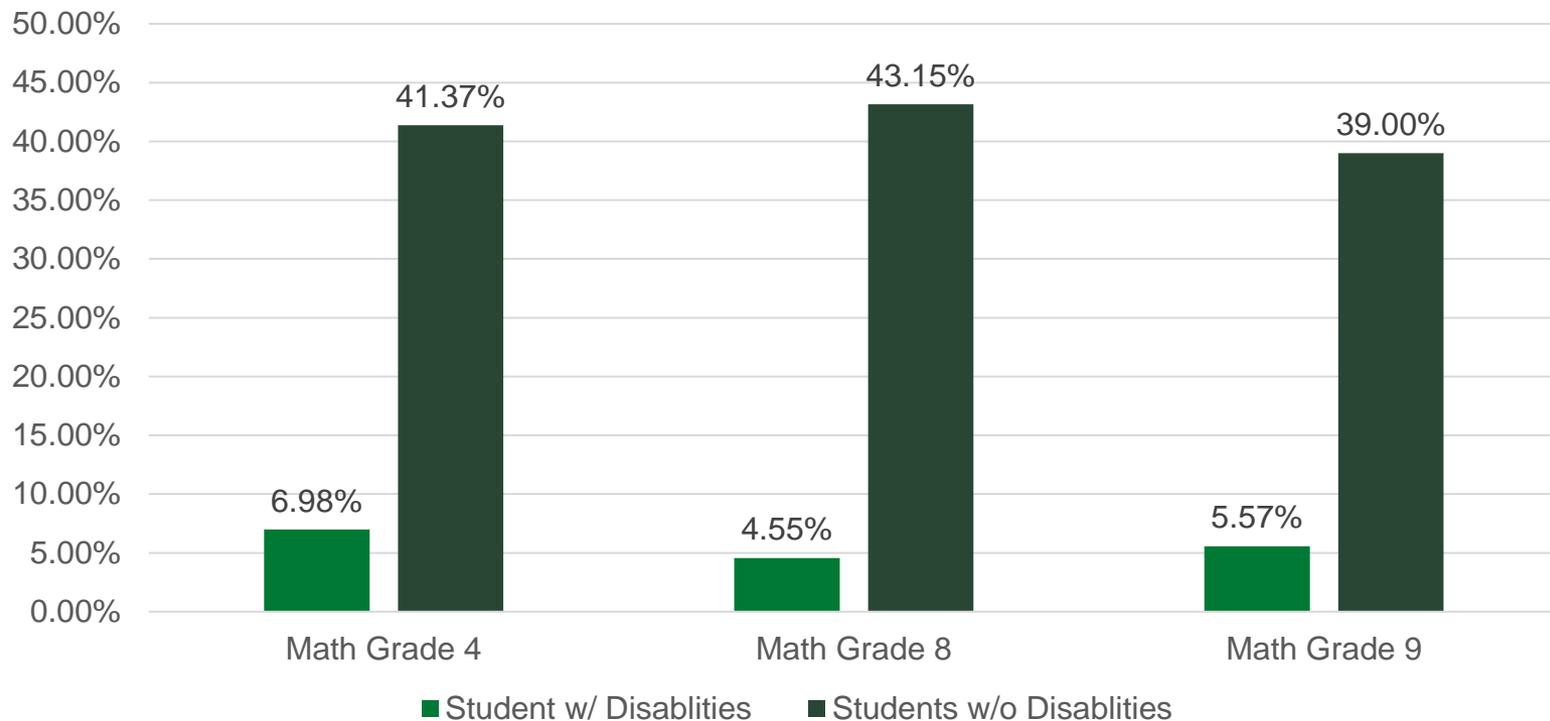
Students with Disabilities and Students Without: ELA

Spring 2023-Cognia



Students With Disabilities and Students Without: Math

Spring 2023-Cognia



Indicator 8: Parent Involvement Survey Results (22-23 SY)

- **Top 5 things that are going well:**
 - Flexibility in scheduling meetings (86.9%)
 - Responding to questions in a timely manner (85.2%)
 - Parent rights are explained in a friendly, easy to understand manner (85.1%)
 - Guardians feel welcomed and a part of the team (84.4%)
 - Reports are communicated in an easy-to-understand manner (83.1%)

Indicator 8: Parent Involvement Survey Results (22-23 SY)

- **Top 5 focus areas:**

- Providing information to guardians on agencies that can assist their children in transitioning from school (19.8%)
- Parent training/finding ways for guardians to increase their knowledge on special education issues (42.9%)
- Connecting families to community partners, organizations and resources (47.3%)
- Sharing strategies between special educators and families on how to support their children at school and home (69.7%)
- Having special education teachers engage with guardians to obtain input on how well special education is meeting their child's needs (70.6%)

Indicator 13

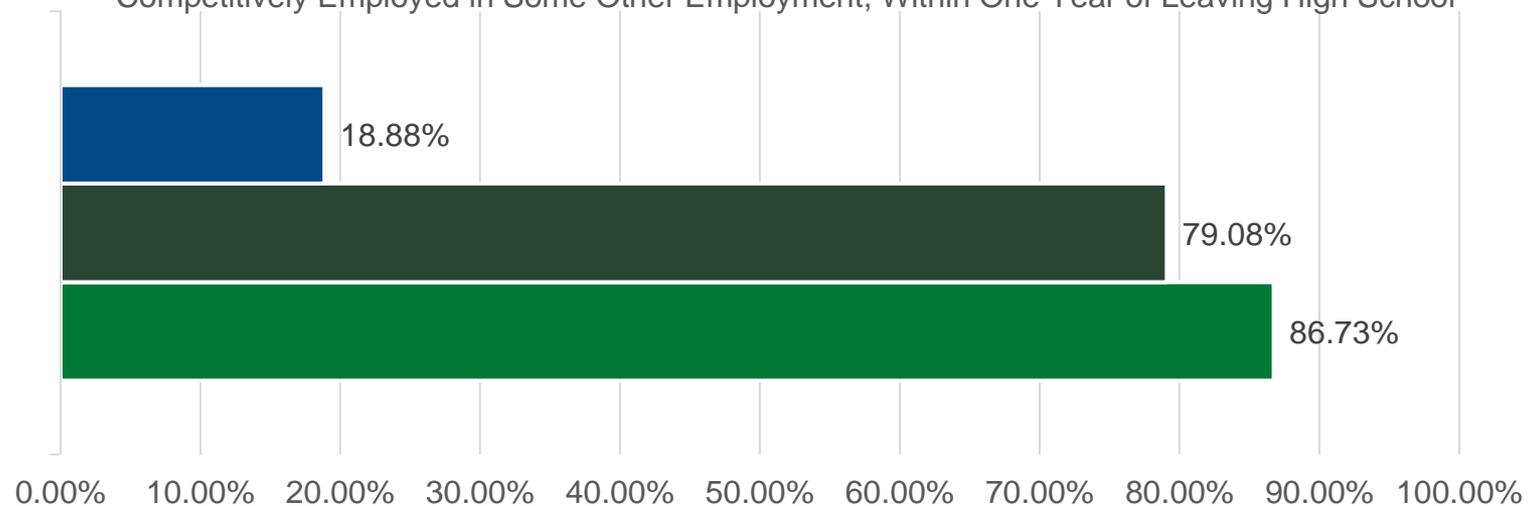
Percent of youth with IEPs aged 16 and above with measurable, annually updated IEP goals and appropriate transition assessment, services and courses. Goal = 100% Compliance

20-21 SY	21-22 SY	22-23 SY
45.63%	61.18%	52.82%

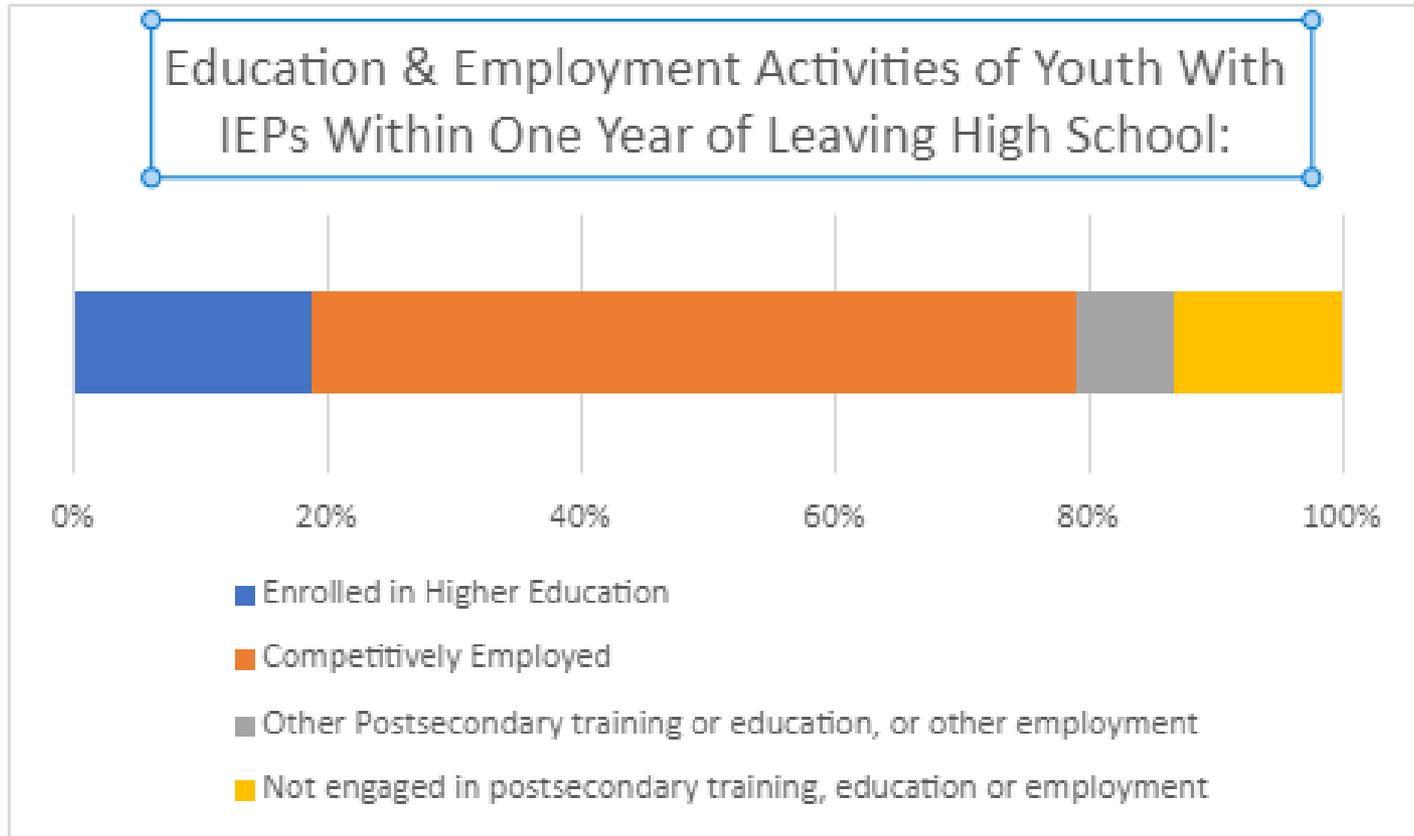
Indicator 14: Post-School Outcomes

Percent of Youth with IEPs, No Longer in School Who Are:

- Enrolled in Higher Education
- Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School
- Enrolled in Higher Education, Other Postsecondary Education, or Training Program or Competitively Employed in Some Other Employment, Within One Year of Leaving High School



Indicator 14: Post-School Outcomes



Disability Categories

	Total # of Students w/IEP	15,154	15,313	15,471
Disability Category	FFY2020 %	FFY2021 %	FFY2022 %	
Autism	7.73%	7.80%	8.15%	
Deaf-blindness	***	***	***	
Developmental delay	19.72%	18.16%	17.75%	
Emotional disturbance	15.29%	14.26%	13.72%	
Hearing impairment	0.42%	0.42%	0.48%	
Intellectual disability	4.06%	4.11%	3.93%	
Multiple disabilities	1.44%	1.39%	1.28%	
Orthopedic impairment	0.22%	0.18%	0.21%	
Other health impairment	17.07%	17.99%	18.42%	
Specific learning disability	26.75%	27.84%	27.79%	
Speech or language impairment	6.95%	7.52%	7.95%	
Traumatic brain injury	0.19%	0.16%	***	
Visual impairment	***	***	0.16%	