

State of the State Report

**With Dr. Jacqui Kelleher
Vermont's State Director of
Special Education**

June 10, 2022

Introduction

Roles and Responsibilities

- State Director of Special Education: [Jacqueline Kelleher, MA, Ph.D.](#)
- Assistant State Director of Special Education: [Chris Kane](#)
- Coordinator for Behavioral Supports: [Tracy Harris](#)
- Early Childhood Special Ed/IDEA 619 Coordinator: [Katie McCarthy](#)
- Federal and Special Education Data Director: [Cassidy Canzani](#)
- Special Education Data Specialist: [Brandon Dall](#)
- Inclusion and Accessibility Coordinator: [Ana Kolbach](#)
- Inclusive Systems Coordinator: [Betty Roy](#)
- Part B Special Ed Program Monitoring Manager: [Tristan McNamara](#)
- Post-Secondary Transition Coordinator: [John Spinney](#)
- Educational Consultant/Ed Surrogate: [Ernie Wheeler](#)
- Special Education Monitoring Specialist: [Simona Kragh](#)
- Special Education Monitoring Technician: [Rebecca Gile](#)
- Mentoring Project Coordinator: [Sienna Tuinei](#)
- Early Childhood Inclusion Coordinator: [Amy Murphy](#)
- Education Programs Manager, Interagency Coordinator: [Alicia Hanrahan](#)
- Assessment Coordinator for Special Populations: [Linda Moreno](#)
- Special Education Finance [Jennifer Perry](#)

Vision Statement

Our Purpose

- **Agency of Education Purpose Statement**

The Agency of Education implements state and federal laws, policies, and regulations to ensure all Vermont learners have equitable access to high-quality learning opportunities. The Agency accomplishes this mission through the provision of its leadership, support, and oversight of Vermont's public education system.

- **Special Education Vision**

Our team, together with all stakeholders, ensures access, opportunity, and equity by providing solution-based oversight, leadership and support to build capacity and improve outcomes for students with disabilities.

Federal Updates

Office of Special Education Programs (1)

- OSEP Director is Valerie Williams - resources related to trauma, disaster, and emergency preparedness, many of which are from the OSEP Funded Technical Assistance Centers & Other Federally Funded Organizations.
 - [Early Childhood Technical Assistance Center \(ECTA\) Disaster Planning and Trauma Response](#)
 - [National Center for Systemic Improvement \(NCSI\): Trauma](#)
 - [The Center for Parent Information and Resources \(CPIR\): Trauma](#)
 - [Comprehensive Center Network: Trauma Informed Practice](#)
 - [National Child Traumatic Stress Network: Community Violence](#)
- OSEP Forecasting Upcoming Guidance on SEA improvements to their General Supervision System
- SEA Determinations to be released June 23, 2022
- IDEA Part B application submitted on May 24, 2022 – you received a notice about state-imposed rules as part of completing the package.

OSEP Shared Resources

The National Association for Family, School, and Community Engagement ([NAFSCE](#)) announces the launch of "[Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals](#)." The purpose of this new set of core competencies is to advance effective family engagement practice, serve as a guide for family-facing professionals, and create a unifying set of professional competencies for the family engagement field.

Office of Special Education Programs (2)

- Last summer National Parent Teacher Association ([PTA](#)) teamed up with [TikTok](#) for the PTA Connected [Create with Kindness](#) initiative to produce a new guide to help parents and families learn about the popular social video sharing app. The [guide](#), now available in [Spanish](#), educates parents and families about safety on the TikTok app and helps parents talk with their teens about using social media productively and responsibly. Tip topics include comment restrictions and a digital well-being checklist.
- The National Center on Accessible Educational Materials for Learning (AEM Center) has launched a new four-part video series, [Accessible Learning Across the Lifespan](#). These multi-purpose videos apply to K-12, higher education, and workforce training. Use them for your own individual learning or in courses, training, and professional development. Designed to initiate both conversations and actions, these videos feature individuals who rely on and design for digital accessibility as they share their experiences and strategies. The video series will increase your understanding of how learners with disabilities use digital materials, and you'll learn about the wide range of accessibility features that are built into the technology we use every day. And you'll begin to understand the relationship between accessibility and Universal Design for Learning.

Office of Special Education Programs (3)

- [OSEP Dose of Data](#): In SY 2020-21, US students with Emotional Disturbance (11.75%) were more likely to receive services in a separate school than all students with disabilities (2.64%). In SY 2020-2021, 2.64% of all US school-aged students 5-21 served under IDEA part B received services in a separate school. OSEP reports that Vermont had a higher percentage: 4.92%
- **OSEP's April 15, 2022 [Letter to Zirkel](#)** addresses requirements related to IDEA's due process and state complaint procedures including: certain required content for a due process complaint; due process hearings timelines, including expedited due process hearings; the authority of hearing officers to order certain remedies; the authority of hearing officers to issue "summary judgment" on an IDEA due process complaint; and consideration of state guidance and applicable case law in the state's resolution of an IDEA state complaint.
- [DMS 2.0 Resources](#)

State Activities

Some Highlights (1)

Program

- Different approach today! Let's talk about upcoming reports available in June & July: what they are and how to use the data!
- Stories behind the numbers – these are individual kids with stories, wants, needs, dreams, desires!
- Reports
 - Local SPP/APR
 - Local Special Education Determinations
 - Significant Disproportionality

Some Highlights (2)

Program

- Local SPP/APR

Each state is required to report annually on the progress of the state on each indicator contained in the State Performance Plan (SPP). These Annual Performance Reports contain progress data as measured against the SPP targets. In addition to the state-wide data available in the APR, the agency provides Local Annual Performance Reports for each supervisory union and supervisory district for 14 of the indicators contained in the SPP. These reports are published annually each May or June (after the previous school year) and have been designed to meet the local reporting requirements of Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Latest APR FFY20 Posting – June 1, 2022

Some Highlights (3)

Program

Local Special Education Determinations

The U.S. Department of Education Office of Special Education Programs (OSEP) requires states to make annual determinations on the performance of each Local Education Agency (LEA) in implementing the requirements and purposes of IDEA, with regard to the provision of special education and related services. Determinations are a way of designating the status of LEAs into one of four categories as outlined in federal regulations. These categories are:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Determination levels for LEAs are based on total points awarded with the determination levels guiding the type and intensity of the technical assistance provided to LEAs. Based upon the LSED status, LEAs can expect a variety of monitoring activities.

[LEA Special Education Determination List FFY2018](#)

[LEA Special Education Determination List FFY2019](#)

Determinations for school years 2005-2017 may be obtained by completing a [data request form](#).

- **LSED Templates**
- [LEA Special Education Determination \(LSED\) Rubric](#)
- [LEA Special Education Determination \(LSED\) Template](#)

Some Highlights (4)

Program

Significant Disproportionality

Federal law requires states to annually examine data by race or ethnicity in the state and all districts with respect to:

- Identification of children as having a disability or one of six particular impairments
- Placement of children in restrictive educational settings
- Incidence, duration, and type of disciplinary removals

An LEA will be identified as having disproportionality if the risk ratio or alternate risk ratio calculation exceeds the state-established threshold of 3.0 in any outcome for the same racial and ethnic subgroup for 3 consecutive years. An LEA can be identified in multiple categories for significant disproportionality for one or more racial/ethnic groups. IDEA requires that any LEA identified with significant disproportionality must take specific actions to address that disproportionality, including targeting expenditures from the following year's IDEA Part B grant for these activities. LEAs will receive a letter detailing their three-year risk ratio analysis of disproportionality, and any required actions if significant disproportionality is determined.

Sig Dispro Policy [Memo](#) for Vermont

Sig Dispro [Presentation](#) on Vermont Calculations

Some Highlights (5)

Program

- Using Your Data/Reports
- How often do LEAs analyze indicator data within their districts? Together as regional groups? Do you compare and ask questions – look for any patterns, trends or themes? Jacob Brewer will be joining AOE for a six month internship!!!
- How often do LEAs and the SEA look at intersectionality of data – 3b (SBAC performance), 5 (LRE/Environment), 8 (Parent Support), 9/10 (Disproportionality)? How are we ultimately mapping into Indicator 17 – the SSIP?
- How are you presenting your information to stakeholder groups? Are you utilizing data visual displays and incorporating stories of kids and innovative practices? Highlighting what you are doing right as well as taking some deep dives into challenging areas? Use stories – help in the delivery to your audience by utilizing stories that pair with your data! Find stories to illustrate for your audience so they can identify with the numbers.

Some Highlights (5)

Program

- Using Your Data/Reports
- To what extent are you using data from these reports to/for:
 - Strategic planning
 - Budgeting
 - Monitoring the health of your system
 - Measuring the effectiveness of approaches or solutions
 - Visualize relationships across and within your LEA to find solutions to problems
 - Systems advocacy: Utilizing data will help present a strong argument for systems change. Whether you are advocating for increased funding from public or private sources, or making the case for changes in policies/procedures/practices, illustrating your argument through the use of data will allow you to demonstrate why changes are needed.
 - Data will help you explain (both good and bad) decisions to your stakeholders.
 - Data increases efficiency and prioritization.
 - Data allows you to identify and recognize your strengths like high performing programs, service delivery, and initiatives – use data to inform what is working so you can sustain and/or replicate and scale up.
 - Good data allows organizations to establish baselines, benchmarks, and goals to keep moving forward. Because data allows you to measure, you will be able to establish baselines, find benchmarks and set performance goals.

Some Highlights (6)

Program

- Data Quality – accurate, timely, complete, useable, accessible, secure, confidential (as appropriate for collection) – where do we begin? Check out the [Working Principles of High Quality Data](#) interactive resource. Privacy and confidentiality? Check out the IDEA Part B [Confidentiality Checklist!](#)
- Data Quality starts with you – SEA/LEA
- For SEA, we are utilizing the [IDC SEA Data Processes Toolkit](#) for several SPP/APR indicators and LSED. Using the *SEA IDEA Data Processes Toolkit* to document data processes for all 616 and 618 data collections establishes a well-managed process for data collection, validation, and submission. The AOE uses the toolkit to create and maintain a culture of high-quality data and establish and support consistent practices that produce valid and reliable data, while building the capacity of state staff. The toolkit contains Data Collections Protocols, SPP/APR Indicator Protocols, Annual Determinations for SEAs Protocol, a Data Collection Calendar, and additional resources that provide a structure for documenting data processes.

Some Highlights (7)

Program

- How does the Agency use your data?
 - Federal reporting...but much more than that!!!
 - Data Quarterly meetings/Weekly meetings
 - Prioritizing resources, TA, supports
 - Alignment with Part B subgrantee applications
 - Developing corrective actions
 - Development of effective policies and procedures
 - Advocacy for additional supports and resources – resource allocation
 - Share with other Divisions and Teams
 - Informs work of Special Education Advisory Panel
 - Informs Statewide initiatives – current and future
 - Grounds conversations with OSEP State Lead

Some Highlights (8)

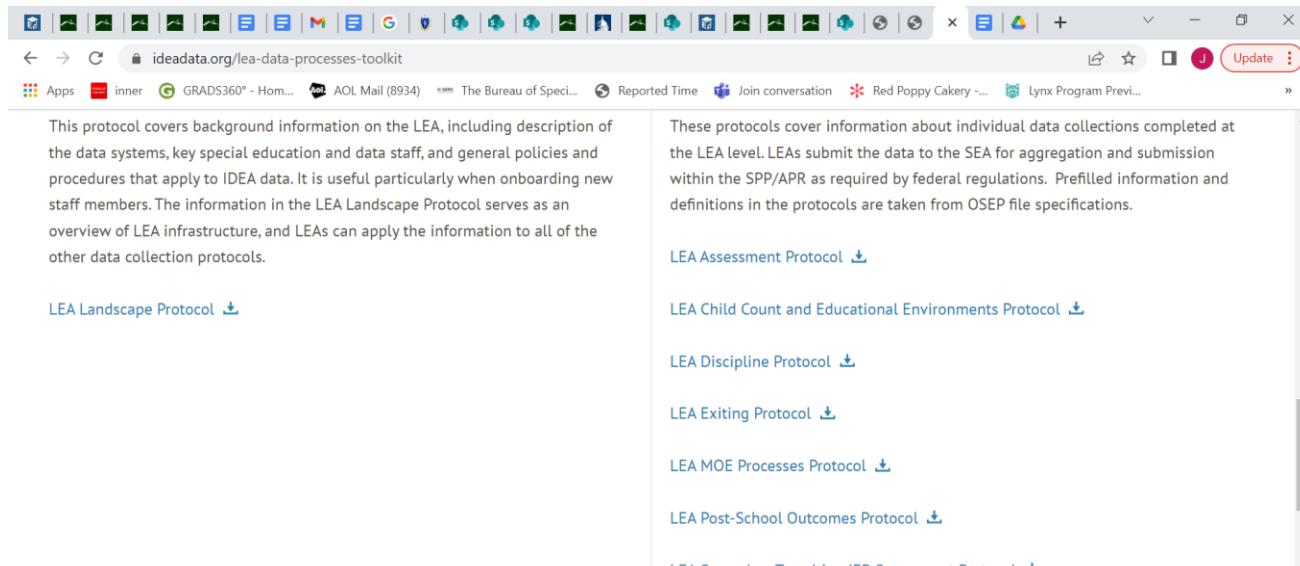
Program

- How does the Agency use your data?
 - Data analysis of performance across SPP/APR indicators and other sources with a focus on improving educational results and functional outcomes for all students with disabilities. Our aim is to assess trends across Vermont and determine the specific needs of programs.
 - Use LEA data to inform decisions related to program improvement
 - Applying for additional grant funding – SPDG released today!!!

Some Highlights (9)

Program

- Resources
- [LEA Data Process Toolkit](#) – AOE will be utilizing more and more as we collaborate on your data and efforts toward continuous improvement!



This screenshot shows a web browser window displaying the 'LEA Data Process Toolkit' at ideadata.org/lea-data-processes-toolkit. The page lists various data collection protocols for Local Education Agencies (LEAs). The left sidebar contains a brief description of the LEA Landscape Protocol and a link to it. The main content area lists several protocols with download links:

- LEA Assessment Protocol
- LEA Child Count and Educational Environments Protocol
- LEA Discipline Protocol
- LEA Exiting Protocol
- LEA MOE Processes Protocol
- LEA Post-School Outcomes Protocol
- LEA Secondary Transition IEP Component Protocol
- LEA Timely Evaluation Protocol



Some Highlights (10)

Program

- Resources
- [Success Gaps Toolkit](#) - The IDEA Data Center (IDC) developed the materials and resources in the *Success Gaps Toolkit* to support district or school leaders in conducting a root cause analysis when there are inequitable outcomes among groups of students or success gaps. Root cause analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. By taking a closer look at their educational system to prevent or address problems such as success gaps, district or school leaders work to ensure an equitable education for all children.
- [Data Meeting Toolkit](#) - The *Data Meeting Toolkit* is a suite of tools that groups can use to guide conversation around data and support databased decision-making. The toolkit provides resources to support success before, during, and after data meetings
- [Making the Most of Parent Engagement Data Toolkit](#) - using the collected information to consider current results and goals and share data with others

Some Highlights (11)

Program

- What our LEA data say? SY 22-23 Focus on Indicators 11 (Child find) and 13 (Secondary Transition)
- Reflection Questions for all of us:
 - Are there any ideas that made me stop and think?
 - What do I want to know more about?
 - What TA do I want to receive? What type of support from AOE or one of our national TA providers would be most helpful?
 - Is there an idea or practice to implement immediately?
 - How can the AOE support data analysis activities and data use at the LEA level?
 - To what extent should the AOE develop/disseminate written guidance, training, and/or data products to support data analysis and use?

Available AOE Resources

Supports and How To (1)

- AOE Special Education Team [website](#):
 - Acronym/Initialism [list](#).
- Requesting TA/Professional Development [form](#).
- Special Education Technical Assistance is available through the general email and voicemail system. Communications are monitored regularly during business hours and a response is generally provided within 24-48 hours. Please contact our team at (802) 828-1256 or at AOE.SpecialEd@vermont.gov.
- Regional Representatives – reach out.

Supports and How To (2)

- ## Requests for Data

Periodically, members of the public may find that they have additional needs for state education data that are not met by the existing reports (see above). We have provided two mechanisms by which the public may apply for accessing such data.

- [Data Request Form](#) should be used to make simple, non-research data requests. (Examples: media story, simple fact-checking.).
- [Research Request Application](#) should be used to make research data requests. The completed application is necessary in order for AOE to review the purpose of the research, specific data involved, and level of AOE staff time and effort needed to complete the request. It is also necessary to determine whether the research request is in line with the AOE's analytic priorities. **All research requests require pending or received Institutional Review Board (IRB) approval before they can be reviewed.**

Announcement

Head's Up (1)

- Announcement: Rule Changes site and all upcoming office hours and resources are found here – we are updating strategies for SY 22-23 AOE support to districts and will share with you our efforts to implement July 1, 2022 and July 1, 2023 rule changes:
 - <https://education.vermont.gov/student-support/vermont-special-education/rule-changes>
 - Your point of contact is Chris Kane

Head's Up (2)

- Happy June! Happy Summer! Thank you for your tireless commitment and service. Sabine and I will get this recording made accessible and posted ASAP so you can use those great linked resources!!!