

Special Education Director's Retreat 2024

Pinnacle Wifi PW: welcome123

Vermont Agency of Education, Special Education Department

September 26, 2024

Vermont Landscape SY22-23

**INFORMATION ON STUDENTS WITH
DISABILITIES IN VERMONT**

Vermont Landscape SY22-23

Total # of Students Enrolled in State	83840	Percentage of students served under IDEA	National Percentage of students served under IDEA
Total # of Students with Disabilities on an IEP 3-21	15471	18.45%	15%
Total # of Students with Disabilities on an IEP 3-21 Served under Extraordinary Costs	712	4.60% of the 15471 students	N/A

Vermont Landscape SY22-23

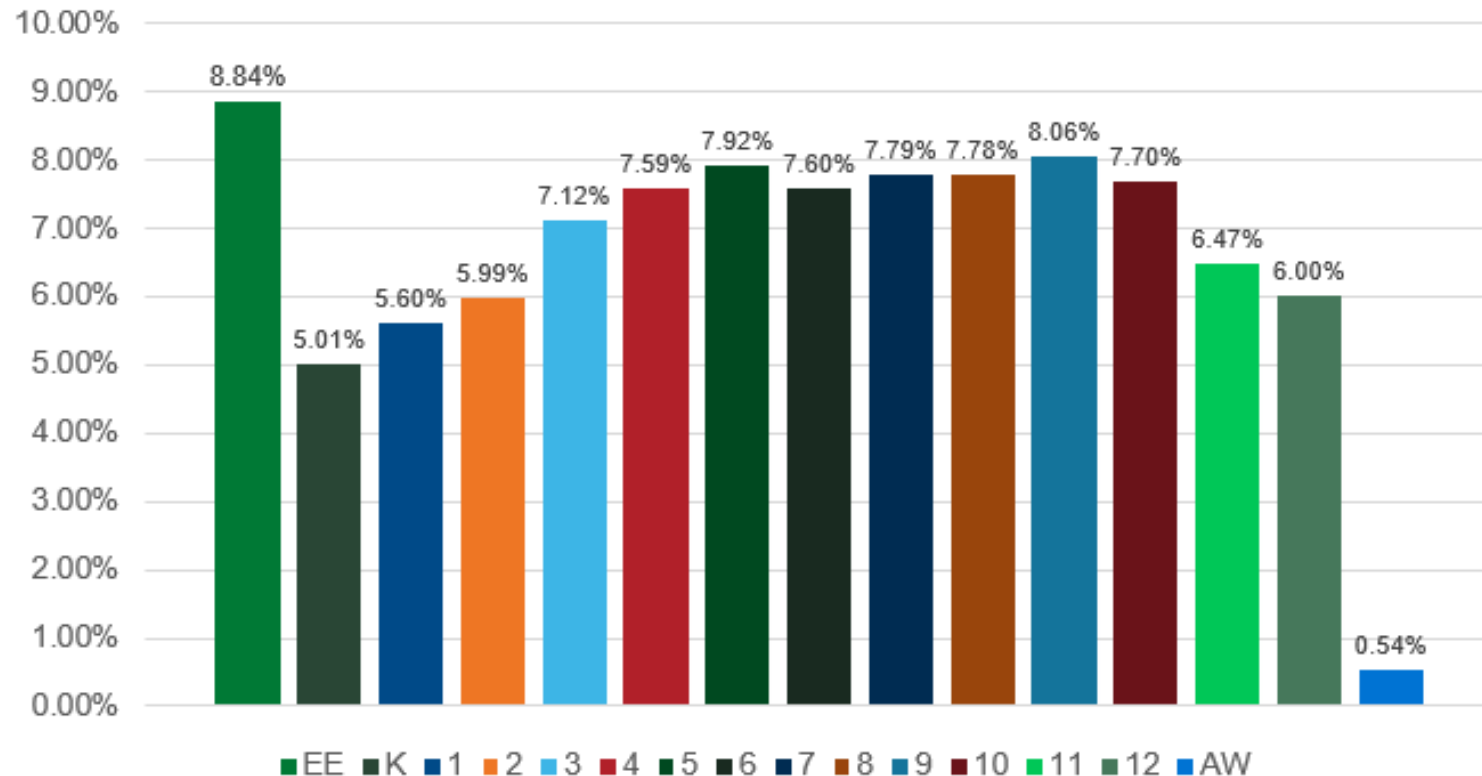
Race/Ethnicity	% of Students on an IEP Ages 3-21
American Indian or Alaska Native	***
Asian	1.16%
Black or African American	3.10%
Native Hawaiian or Other Pacific Islander	***
Hispanic or Latino	1.74%
Two or More Races	2.58%
White	91.19%

*** indicates suppressed values for student counts too small to report publicly

Vermont Landscape SY2023

Sex at Birth	Percent of Students on an IEP	National Percent of Students on an IEP
F	36.28%	34.81%
M	63.72%	65.19%

Percent of Students on an IEP by Grade Level



Percent of Students on an IEP by Primary Exceptionality*

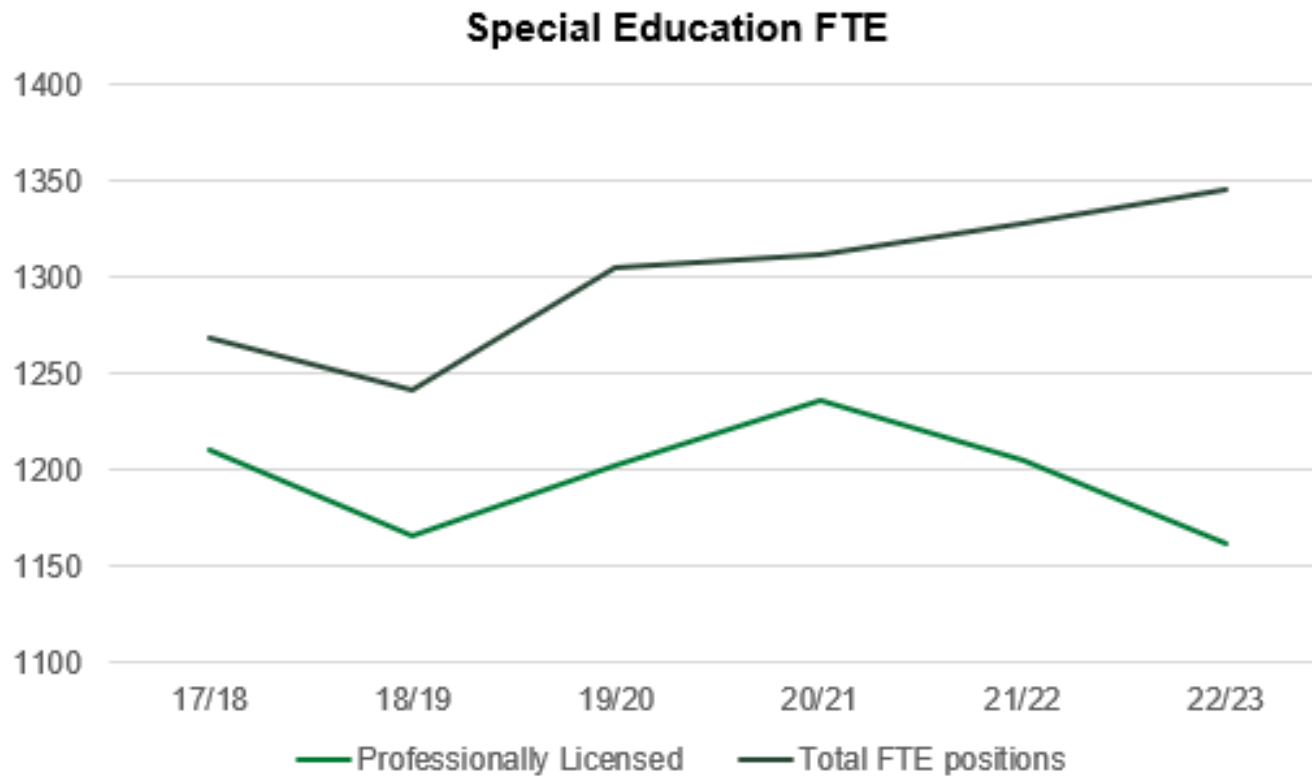
Disability Category	Percent of Students on an IEP	National Percentages
Autism	8.15%	13%
Deaf-blindness	***	<0.5%
Developmental delay	17.75%	7%
Emotional disturbance	13.72%	4%
Hearing impairment	0.48%	1%
Intellectual disability	3.93%	6%
Multiple disabilities	1.28%	2%
Other health impairment	18.42%	15%
Orthopedic impairment	0.21%	<0.5%
Specific learning disability	27.79%	32%
Speech or language impairment	7.95%	19%
Traumatic brain injury	***	<0.5%
Visual impairment	0.16%	<0.5%

Special Ed Trends

Agency of Education (AOE) Special Education Personnel Survey

Date	Fully Certified	Not Fully Certified	Vacancy	Total FTE Positions	% FTE Fully Certified
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%

Special Ed FTE



OSEP State Determination

NEEDS ASSISTANCE

VT SPP/APR: Targets Met

- **Indicator 4: Suspension and Expulsion** - 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.
- **Indicators 9 and 10: Disproportionate Representation** - No disproportionate representation found for racial/ethnic groups or specific disability categories pertaining to the identification of students with disabilities.
- **Indicator 12: Early Childhood Transition** - 100% of eligible students had an IEP implemented by their 3rd birthday.

VT SPP/APR: Targets Met

- **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.
- **Indicators 15 and 16: Resolution Sessions and Mediation** - We met our state targets for percentage of hearing requests and mediation requests that were resolved through resolution settlement agreements or mediation agreements.

VT SPP/APR: Areas of Focus

- **Indicators 1 and 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.
- **Indicators 6 and 7: Preschool Environments and Outcomes** - We are focused on increasing the amount 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.

VT SPP/APR: Areas of Focus

- **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.
- **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 SY22-23).
- **Indicator 13: Secondary Transition** - We are focused on supporting LEAs to ensure that youth ages 16 and over who have an IEP, have transition plans that meet all compliance requirements.
- **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 6: Preschool Environments

% of Children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program:	VT State Target	Vermont SY22-23	National Percentage SY22-23
6.A: Receiving majority of special education and related services in regular early childhood program	≥69.00%	66.37%	41.64%
6.B: Attending separate special education class, separate school, or residential facility	≤0.71%	1.03%	30.38%
6.C: Receiving special education and related services in the home	≤8.23%	4.76%	2.89%

Indicator 7: Preschool Outcomes (SY22-23)

Outcome: (for % of preschool children ages 3-5 with IEPS)	State Target	% Substantially Increased Rate of Growth	State Target	% Functioning Within Age Expectations
Positive Social Emotional Skills	Greater than or equal to 84.67%	81.17%	Greater than or equal to 52.04%	49.91%
Acquisition and use of knowledge and skills	Greater than or equal to 87.80%	83.95%	Greater than or equal to 36.04%	31.86%
Use of appropriate behaviors to meet their needs	Greater than or equal to 86.50%	77.81%	Greater than or equal to 59.87%	57.83%

More on the [Child Outcome Summary \(COS\) Process](#): Early Childhood Technical Assistance Center Resources With Research-Based Practices:

IES What Works Clearinghouse Practice Guide: [Preparing Young Children for School Visible Learning in Early Childhood](#)

The Center for IDEA Early Childhood Data Systems: [DaSy Center](#)

Indicator 5: Least Restrictive Environment (LRE)

Number of children with IEPs aged 5 (K) through 21:	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	11,065	11,412	11,562
B: Served inside the regular class less than 40% of the day	684	668	567
C(1): Served in separate schools	679	670	743
C(2): Served in residential facilities	145	130	119
C(3): Served in homebound/hospital placements	16	21	19

Educational Environments by Comparable States

Educational Environments	Vermont	North Dakota	Wyoming	New Hampshire	National Percentage
Environments Total	14,106	14,072	15,900	28,704	7,095,053
Inside regular class 80% or more of the day	81.97%	73.43%	77.49%	78.03%	67.08%
Inside regular class 40% through 79% of the day	6.96%	16.70%	15.90%	13.21%	15.70%
Inside regular class less than 40% of the day	4.02%	7.01%	4.51%	6.97%	12.54%
Separate School	5.27%	0.50%	0.55%	1.26%	2.36%
Residential Facility	0.84%	0.52%	0.46%	0.23%	0.15%
Parentally placed in private schools	0.79%	1.70%	0.87%	0.27%	1.71%
Homebound/Hospital	***	***	***	***	0.34%
Correctional Facility	***	***	***	***	0.11%

Number of school age students (ages 5 (Kindergarten) through 21) served under IDEA, Part B, by educational environment and state: 2022-23. Note: These data are a snapshot count collected by states in the fall of the identified school year.

Educational Environments by Comparable States for Students with Autism (SY22-23)

Educational Environments	Vermont	Wyoming	North Dakota	New Hampshire	National Percentage
Total Students Ages 5-21 With an IEP	14,106	14,072	15,900	28,704	7,095,053
Total Students With an IEP Whose Primary Disability is Autism	1,221	1,077	1,756	3,228	909,055
Inside regular class 80% or more of the day	63.55%	51.90%	51.03%	60.84%	40.60%
Inside regular class 40% through 79% of the day	15.07%	29.99%	25.11%	17.04%	17.14%
Inside regular class less than 40% of the day	10.16%	14.86%	20.67%	18.00%	34.76%
Separate School	9.01%	1.95%	1.37%	3.35%	5.81%

Number of school age students (ages 5 (Kindergarten) through 21) served under IDEA, Part B, by educational environment and state: 2022-23. Note: These data are a snapshot count collected by states in the fall of the identified school year.

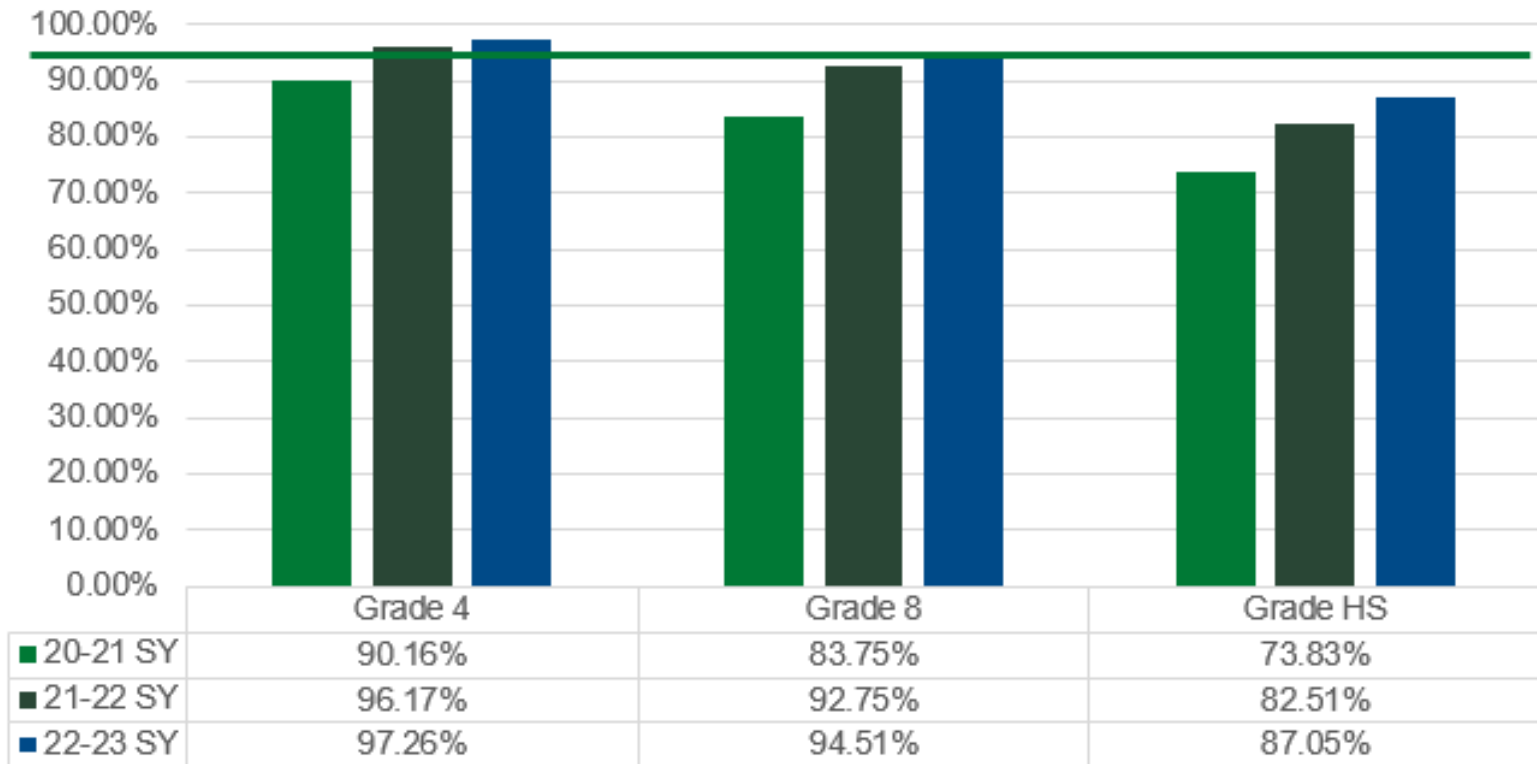
Educational Environments by Comparable States for Students with Emotional Disturbance (SY22-23)

Educational Environments	Vermont	Wyoming	North Dakota	New Hampshire	National Percentage
Total Students Ages 5-21 With an IEP	14,106	14,072	15,900	28,704	7,095,053
Total Students With an IEP Whose Primary Disability is Autism	2,122	595	1,269	1,774	320,828
Inside regular class 80% or more of the day	62.39%	63.36%	64.78%	69.62%	55.61%
Inside regular class 40% through 79% of the day	5.70%	16.13%	18.68%	14.71%	16.89%
Inside regular class less than 40% of the day	7.63%	10.08%	12.92%	9.13%	13.85%
Separate School	19.65%	4.87%	1.81%	5.47%	10.77%

Number of school age students (ages 5 (Kindergarten) through 21) served under IDEA, Part B, by educational environment and state: 2022-23. Note: These data are a snapshot count collected by states in the fall of the identified school year.

Indicator 3(A): Participation Rate for Children With IEPs - State Reading Assessment (SY22-23)

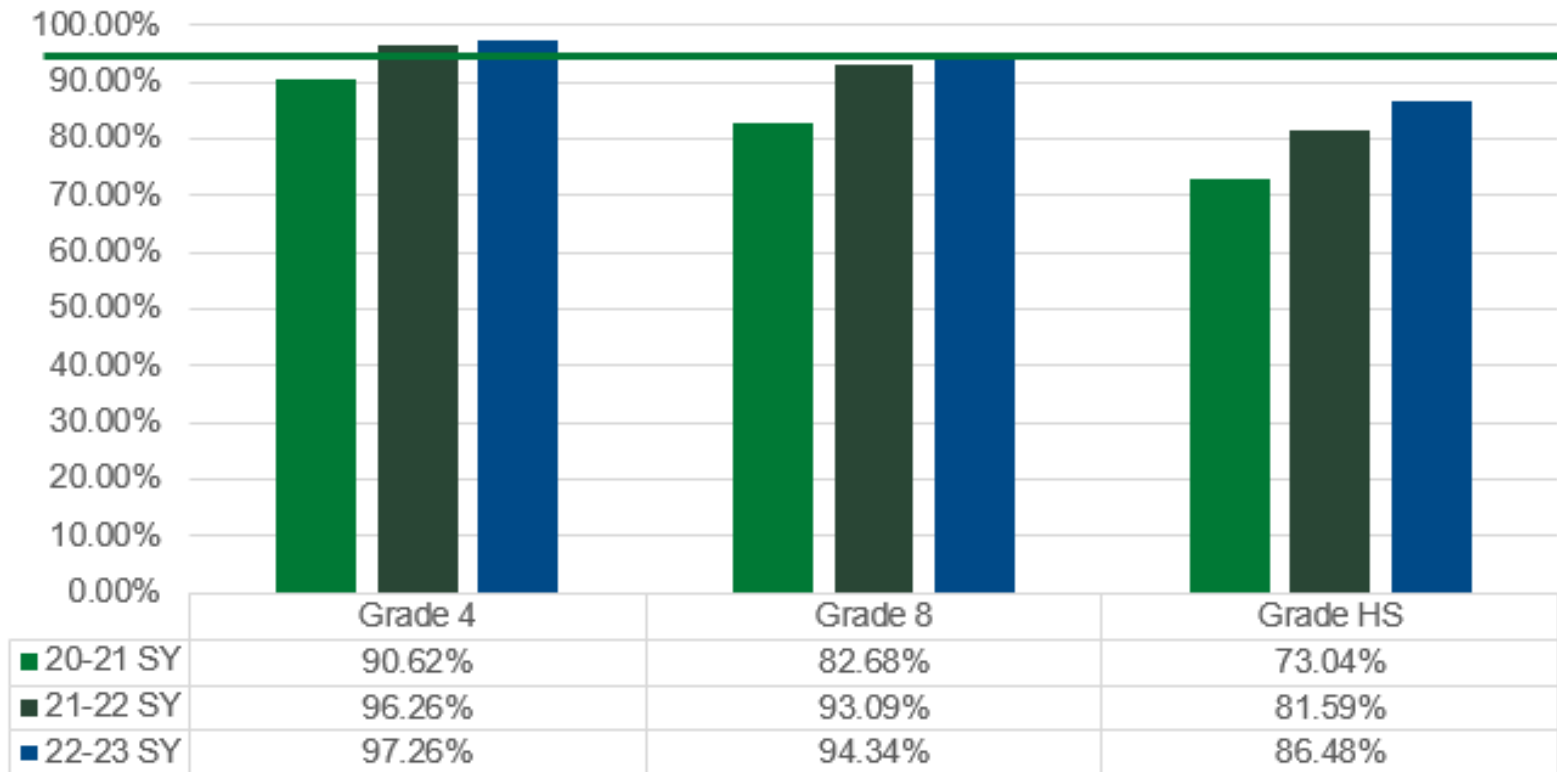
State target equal: 95%.



■ 20-21 SY ■ 21-22 SY ■ 22-23 SY

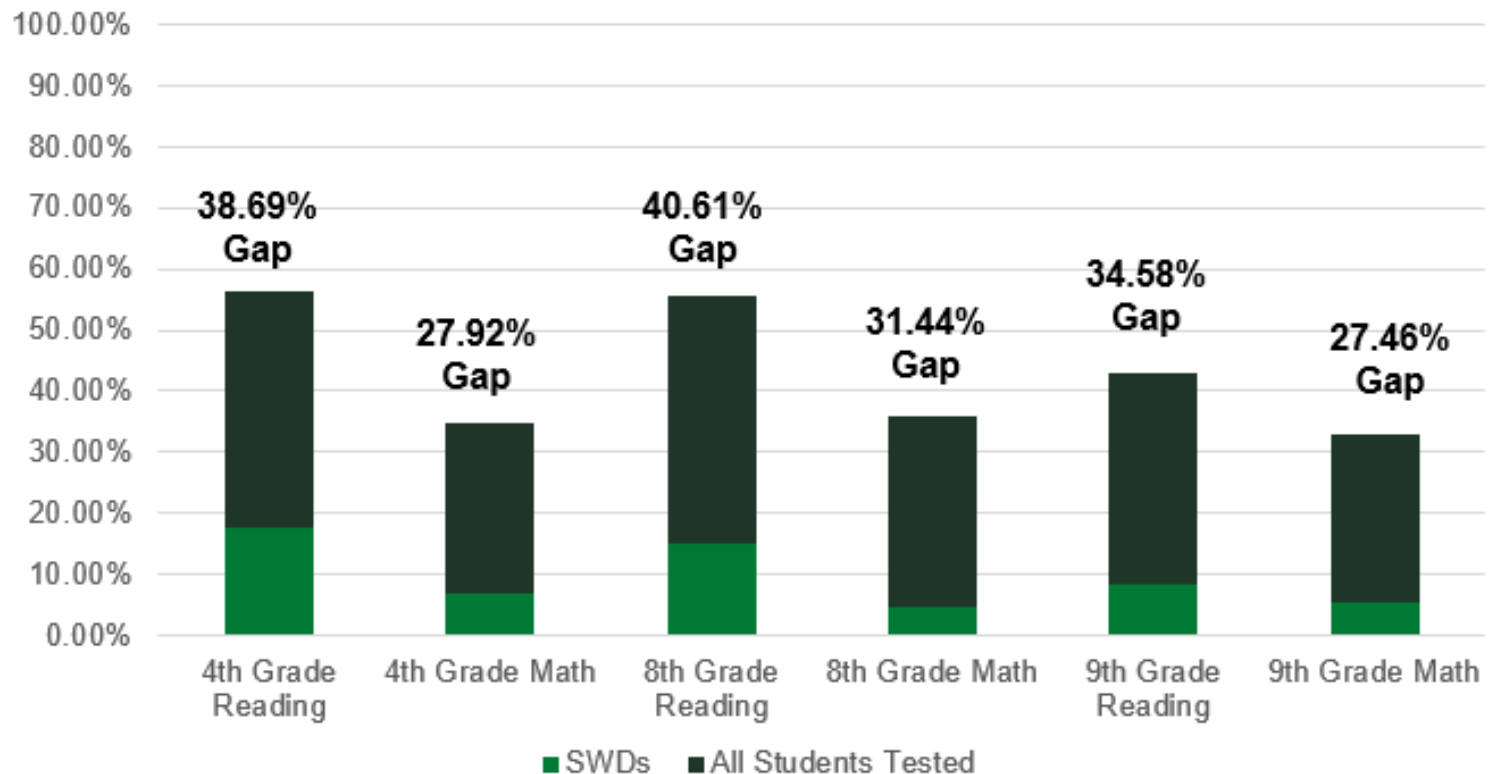
Indicator 3(A): Participation Rate for Children With IEPs - State Math Assessment (SY22-23)

State target equals 95%.



■ 20-21 SY ■ 21-22 SY ■ 22-23 SY

Indicator 3 (B &D): Proficiency rate (3B) and gap in proficiency rate (3D) for children with IEPs against grade-level academic achievement standards (SY 22-23)



*The total height of each column corresponds to the proficiency rate of all students tested

Indicator 3(C): Proficiency Rate For Children With IEPs Against Alternate Academic Achievement Standards (SY22-23)

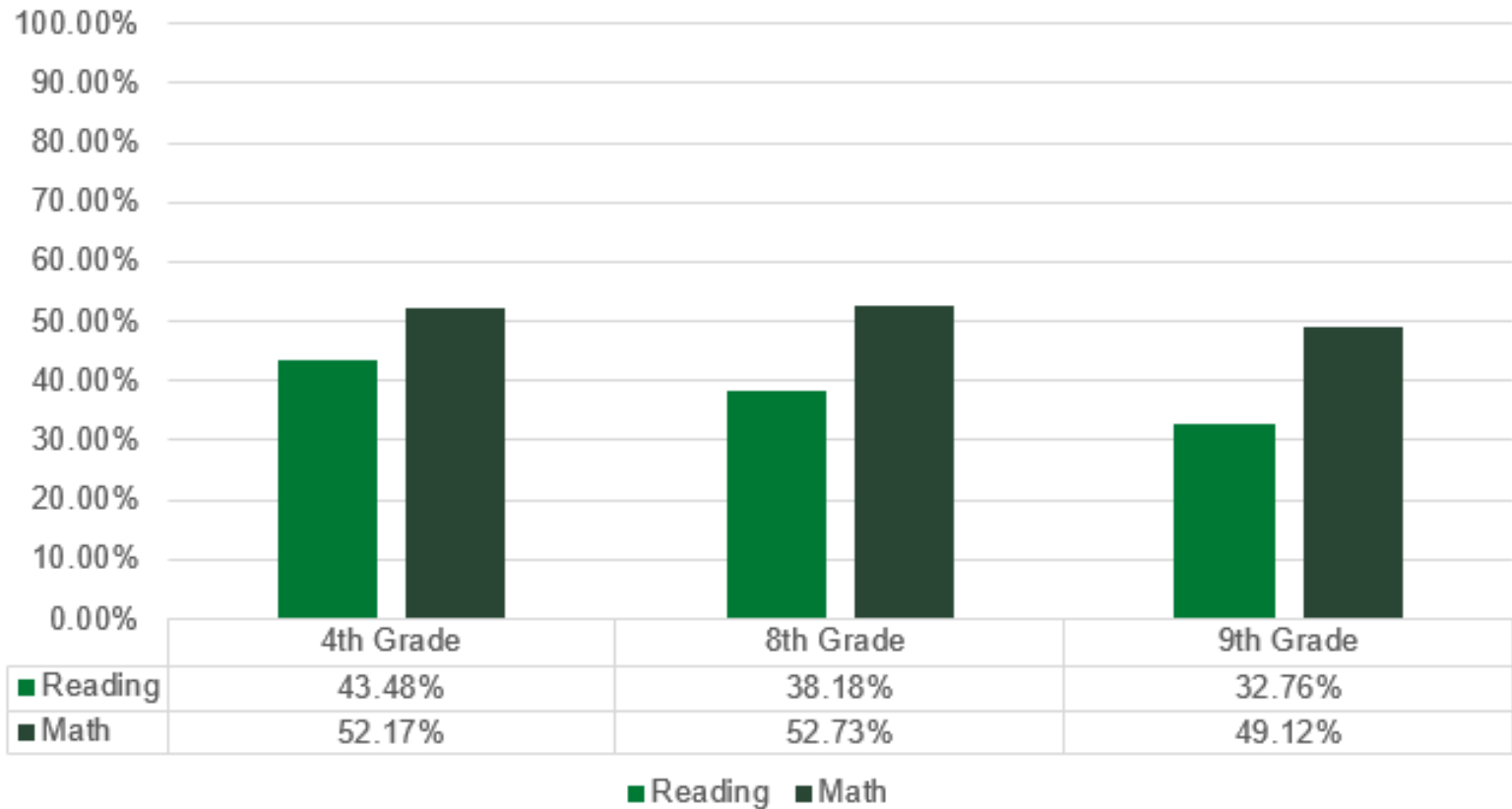
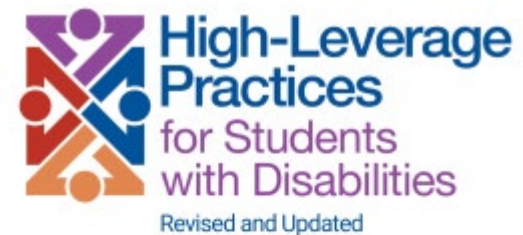


Table Talk

- What evidence-based practices are you implementing in core instruction as well as during intervention and specialized instruction for students with disabilities in your LEA?
- In what ways are you collaborating with your curriculum directors, district leadership teams and building level administrators to analyze assessment data for students with disabilities and plan for which evidence-based practices will be implemented for specific student groups?
- What resources are needed to meet the needs of students taking the alternate assessment? How do you work collaboratively in your LEA to obtain these resources and train gen ed and special education teachers and building level administrators?

Council for Exceptional Children (CEC): High-Leverage Practices (HLPs)

- Focus High-Leverage Practices:
 - HLP 16: Use Explicit Instruction
 - HLP 17: Scaffolded Supports



[High-Leverage Practices for Students with Disabilities](#)

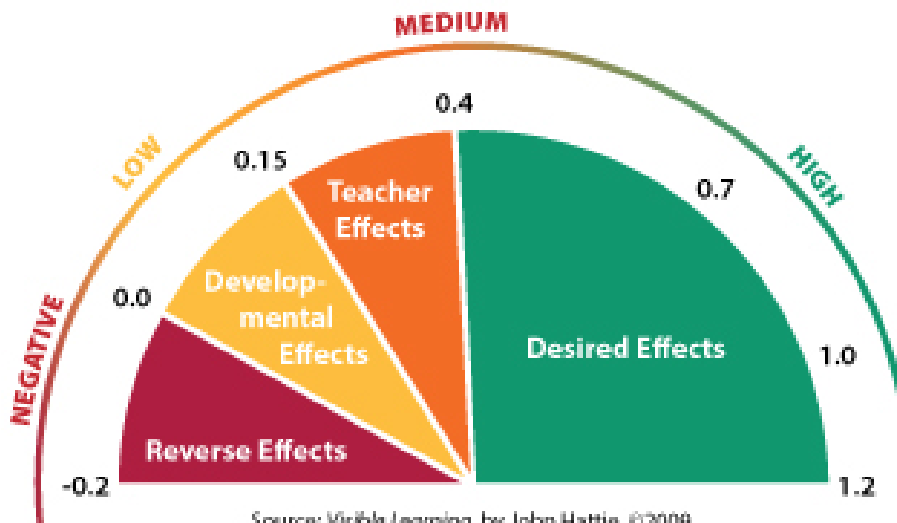
Additional HLPs To Be Considered Alongside Explicit Instruction:

- HLP 13: Adapt curriculum tasks and materials for specific learning goals.
- HLP 17: Use flexible grouping.
- HLP 18: Use flexible strategies to promote active student engagement.
- HLP 19: Use assistive and instructional technologies.
- HLP 21: Teach students to maintain and generalize new learning across time and settings.
- HLP 22: Provide positive and constructive feedback to guide students' learning.

[High-Leverage Practices for Students with Disabilities: Instruction](#)

Visible Learning for Literacy and Math

Hattie's "Barometer of Influence"



Surface Literacy Learning: Acquisition Phase

- Levering prior knowledge
 - Prior achievement (0.65 Effect Size)
- Phonics and direct instruction
 - Phonics Instruction (0.54 Effect Size)
 - Direct Instruction (0.59 Effect Size)
- Vocabulary instruction
 - Vocabulary Programs (0.67 Effect Size)
- Reading comprehension in context
 - Annotating Text
 - Study Skills (0.63 Effect Size)
 - Note Taking
 - Taking Class Notes (0.59 Effect Size)
 - Organizing and Transforming (0.85 Effect Size)

Surface Literacy Learning: Acquisition Phase page

- Rehearsal and Memorization Through Space Practice
 - Repeated Reading Programs (0.67 Effect Size)
- Receiving Feedback
 - Feedback (0.75 Effect Size)
 - Timely, Specific, Understandable to the Learner and Actionable
- Collaborative Learning With Peers
 - Cooperative Versus Individualistic Learning (0.59 Effect Size)

Deep Literacy Learning: Connecting and Building Phase

- Concept Mapping (0.60 Effect Size)
- Discussion and Questioning
 - Classroom Discussion (0.82 Effect Size)
 - Questioning (0.48 Effect Size)
- Close Reading
 - Repeated Reading Programs (0.67 Effect Size)
 - Study Skills (0.63 Effect Size)
 - *Annotating text and extended discussion and analysis with the teacher are also noted here.
- Metacognitive Strategies, Including Feedback to the Learner
 - Metacognitive Strategies (0.69 Effect Size)
 - Self-Verbalization and Self-Questioning (0.54 Effect Size)
- Reciprocal Teaching (0.74 Effect Size)
- Feedback to the Learner (0.75 Effect Size)

Teaching Literacy for Transfer: Application Phase

- Teaching Students to Organize Conceptual Knowledge
 - Organize Conceptual Knowledge (0.75 Effect Size)
 - Peer Tutoring (0.55 Effect Size)
 - Problem-Solving Teaching (0.61 Effect Size)
 - Transforming Conceptual Knowledge (0.85 Effect Size)
 - Teaching Students to Summarize (0.63 Effect Size)
 - Concept Mapping (0.60 Effect Size)
- Feedback (0.75 Effect Size)
- Teacher Clarity (0.75 Effect Size)

Surface Mathematics Learning: Acquisition Phase

- Surface Level Mathematical Talk:
 - Number Talks
 - Self-Verbalization and Self-Questioning (0.64 Effect Size)
 - Guided Questions
 - Worked Examples (0.57 Effect Size)
 - Direct Instruction (0.59 Effect Size)
 - Classroom Discussion (0.82 Effect Size)
 - Vocabulary Programs (0.67 Effect Size)
 - Manipulatives (0.50 Effect Size)
 - Space Versus Mass Practice (0.71 Effect Size)
 - Feedback (0.75 Effect Size)
 - Mnemonics (0.45 Effect Size)

Deep Mathematics Learning: Connecting and Building Phase

- Discourse and Accountable Talk
 - Classroom Discussion (0.82 Effect Size)
 - Verbalization and Self-Questioning (0.64 Effect Size)
 - Cooperative Versus Individualistic Learning (0.59 Effect Size)
 - Peer Tutoring (0.55 Effect Size)
 - Questioning (0.48 Effect Size)

Teaching Mathematics for Transfer: Application Phase

- Compare and Contrast New With Old Problems (1.23 Effect Size)
- Metacognitive Strategies (0.69 Effect Size)
- Self Verbalization and Self-Questioning (0.64 Effect Size)
- Classroom Discussion (0.82 Effect Size)
- Organizing Conceptual Knowledge (0.85 Effect Size)
- Problem-Solving Teaching (0.61 Effect Size)

Additional Considerations for Literacy and Math Learning

- Teacher Efficacy (belief in their ability to positively impact student learning) (1.57 Effect Size)
- Self-Reported Grades/Student Expectations (1.44 Effect Size)
- [Piagetian Programs](#) (1.28 Effect Size)
- Response to Intervention (1.07 Effect Size)
 - Comprehensive Interventions for Students Who Are Learning Disabled (0.77 Effect Size)
- Importance of pre- and post-assessment
 - Providing formative evaluation (0.90 Effect Size)
 - Prior achievement (0.65 Effect Size)
- Teacher Clarity (0.75 Effect Size)
- Teacher-Student Relationships (0.72 Effect Size)

Table Talk

- Which of these practices are being focused on during professional development in your LEA?
- Which of these practices do you feel are going well in your LEA?
- Which practices stood out to you that you want to infuse in future trainings with case managers, building level administrators and/or in collaborative planning with your district leadership teams?

Institute of Educational Science (IES) What Works Clearinghouse: Practice Guides



PRACTICE GUIDES

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the [Practice Guide Search](#).

[Check out our infographic on how teachers can use WWC Practice Guides to inform classroom practices.](#)

Check out our infographics on levels of evidence in [Elementary](#) and [Secondary](#) Practice Guides.

All of the WWC Practice Guides are listed below in chronological order, by date of release.



Preparing Young Children for School

Released: August 2022



Providing Reading Interventions for Students in Grades 4-9

Released: March 2022



Effective Advising for Postsecondary Students

Released: October 2021



Designing and Delivering Career Pathways at Community Colleges

Released: March 2021



Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

Released: March 2021



Using Technology to Support Postsecondary Student Learning

Released: May 2019

Indicators 1 and 2

Graduation and Drop Out Rates



	19-20 SY	20-21 SY	21-22 SY
— % of SWDs Graduated	77.73%	79.12%	71.16%
- - State Target Graduation Rate	77%	77%	79%
— % of SWDs Dropped Out	20.31%	19.37%	27.19%
- - State Target Drop Out Rate	20%	20%	18%

— % of SWDs Graduated - - State Target Graduation Rate
— % of SWDs Dropped Out - - State Target Drop Out Rate

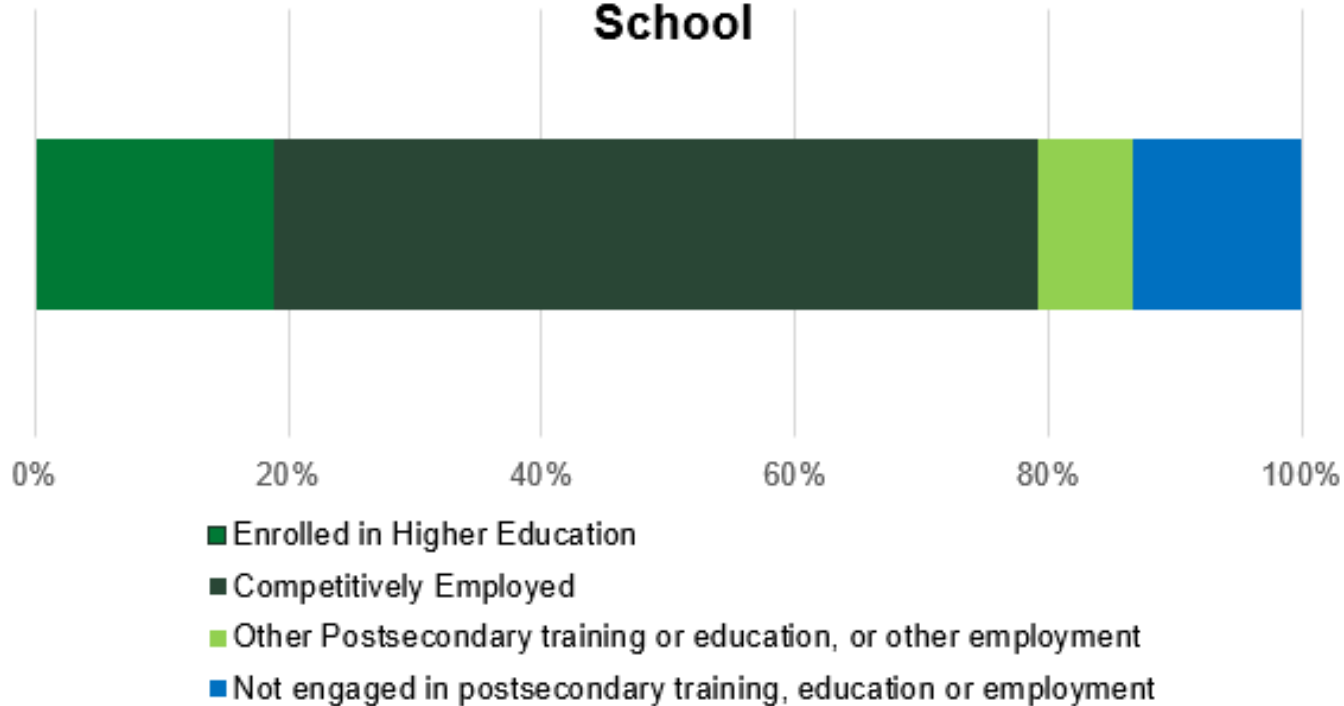
Indicator 13

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

SY20-21	SY21-22	SY22-23
45.63%	61.18%	52.82%

Indicator 14: Post-School Outcomes

Education and Employment Activities of Youth With IEPs Within One Year of Leaving High School



Indicator 8: Parent Involvement Survey Results (SY22-23)

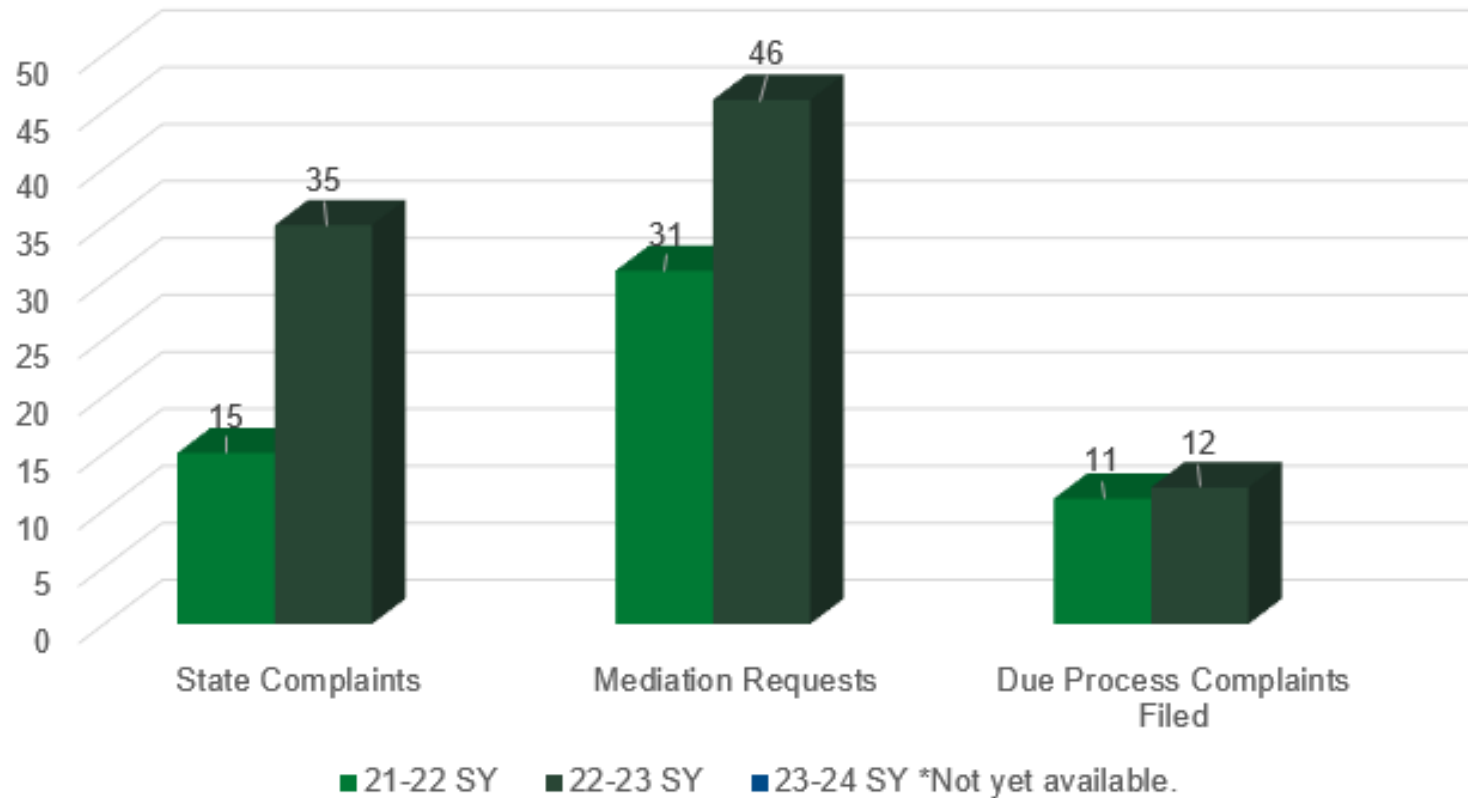
- **Top 5 things that are going well:**
 - Flexibility in scheduling meetings (86.9%)
 - Responding to questions in a timely manner (85.2%)
 - Parent rights are explained in a friendly, easy to understand manner (85.1%)
 - Guardians feel welcomed and a part of the team (84.4%)
 - Reports are communicated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

Indicator 8: Parent Involvement Survey Results (SY22-23)

- **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%)

Trends in State Administrative Complaints, Mediation Requests and Due Process Complaints





**Remember your goal and why
you started!**

AOE Staff Introductions

Special Education Team

- State Director of Special Education: Dr. Heather Willis-Doxsee
- Assistant State Director of Special Education: Chris Kane
- Part B Special Ed Program Monitoring Manager: Tristan McNamara
- Special Education Monitoring Coordinator: TBD
- Coordinator for Behavioral Supports: Tracy Harris
- Inclusion and Accessibility Coordinator: Ana Russo
- Inclusive Practices Coordinator: Cassie Santo
- Inclusive Systems Coordinator: TBD
- Post-Secondary Transition Coordinator: John Spinney
- Educational Consultant/Ed Surrogate: Ernie Wheeler
- Assessment Coordinator for Special Populations: TBD

VTmtss Team

- Assistant Director of Student Support Services and VTmtss Program Manager: Tracy Watterson
- Educational Support Teams, Exclusionary Discipline, Rule 4500: Tom Faris
- Family, Caregiver, and Community Engagement Coordinator: Nancy Hellen
- VTmtss Survey, Data, and Restorative Approaches: Caitlin Chisholm
- Harassment, Hazing and Bullying Prevention Coordinator, AOE Equity Liaison, Exclusionary Discipline, Rule 4500): Meghan “MJ” Jairst
- School Climate Coordinator, Section 504 Coordinator, Educational Support: Michele Hartje
- Project AWARE Co-Coordinator, CASEL Fellow: Kate Paxton

Early Education Team

- Early Childhood Special Ed/IDEA 619 Coordinator: Katie McCarthy
- Early Childhood Inclusion Coordinator: Amy Murphy
- Early Multi-tiered System of Support Coordinator: Thalia Garica
- Early Education Program Manager: Tammy Bates
- Universal PreK Coordinator: Wendy Scott
- Universal PreK Monitoring Coordinator: vacant
- Early Education Consultant: Michele Johnson
- Early Education Coordinator: Teresa Haskins

Data Management and Analysis Division (DMAD)

- Deputy Director, Data Management and Analysis Division: Cassidy Canzani
- Federal and Special Education Data Director: Vacant
- IDEA Data Analyst III: Brandon Dall
- Education Data Analyst I: Andrew McAvoy

Special Education Finance

- Director of Education Finance - Nicole Lee
School Finance Analyst - Jeremy Parker
School Finance Analyst - Orilla Farnham
Special Education Finance Specialist - Jennifer Perry
- Email: AOE.SpecialEducationFinance@vermont.gov

Additional AOE Staff

- Education Programs Manager, Interagency Coordinator: Alicia Hanrahan
- Education Medicaid Unit Administrator: Jessica Robinson

Breakout Sessions and Working Lunch

- 11:00 - 11:10: Break/Transition to Breakout Sessions A
- 11:10 - 12:25: Breakout Sessions A
- 12:25 - 12:45: Break/Grab Lunch (Collins Reception)/Transition to Breakout Sessions B
- 12:45 - 2:00: Breakout Sessions B
- 2:00 - 2:10: Transition to Breakout Sessions C
- 2:10 - 3:25: Breakout Sessions C
- 3:25 - 3:30: Dismissal/Wrap Up

**Thank you for
joining us today!**
