Act 173 of 2018: Systems Levers and Action Steps

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Today's Outcomes

Present information around the following and address questions:

- Act 173 Systems Levers & Programmatic Goals

- Act 173 evaluation plan/logic model

- VTmtss Framework tools & the Act 173 systems levers
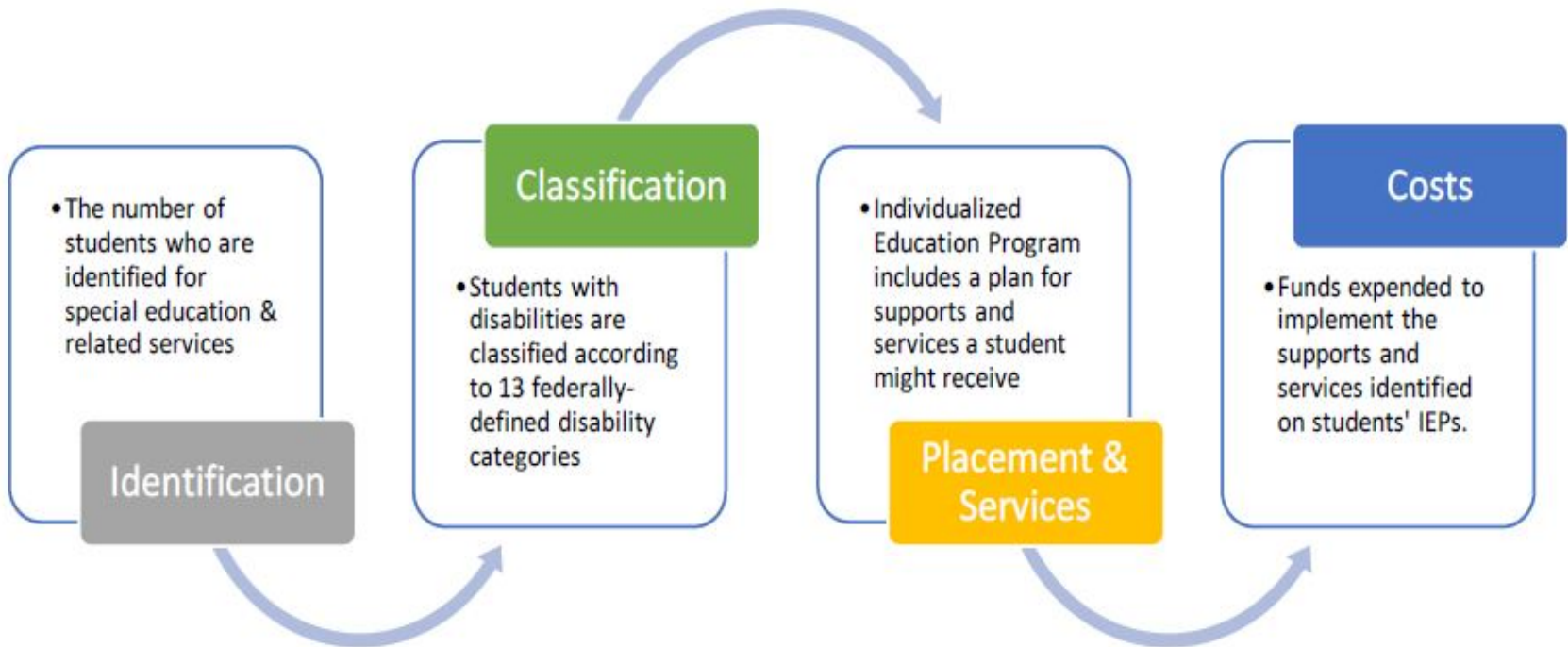
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Act 173 of 2018

Enhance the **effectiveness**, **availability**, and **equity** of services provided to all students who require additional support in Vermont's schools.

A Tale of Two Studies: Funding

Figure 1: Framework for Understanding Special Education Costs

UVM Study- Current Funding System Problems

Stakeholders reported the current funding model to be:

1. Administratively costly for both the state and local SU/SDs

2. Misaligned with current policy priorities of MTSS and PBIS

3. Incongruent in regards to incentives for identification and placement of students

4. Discouraging of cost containment

5. Unpredictable and lacking transparency

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Census-based Funding

1. Addresses Special Education allowable costs to reflect other permissive uses of funds
2. Is simple and predictable
3. Aligns with the policy priorities of serving students who need additional support in both general and special education

Act 173 Overview:
What does the Act Include?

1. Establishment of an Advisory group to shape proposed rules and procedures

2. A several-year transition to the new funding system providing time for rule-making, procedure development and professional learning.

3. Resources to support implementation of the law and professional learning

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Rules Changes

- Special Education Rules

- Census-Based Funding Rules

- Independent School Rules

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A Tale of Two Studies: Services

Addison Central School District

Bennington-Rutland Supervisory Union

Essex Westford School District

Franklin Northeast Supervisory Union
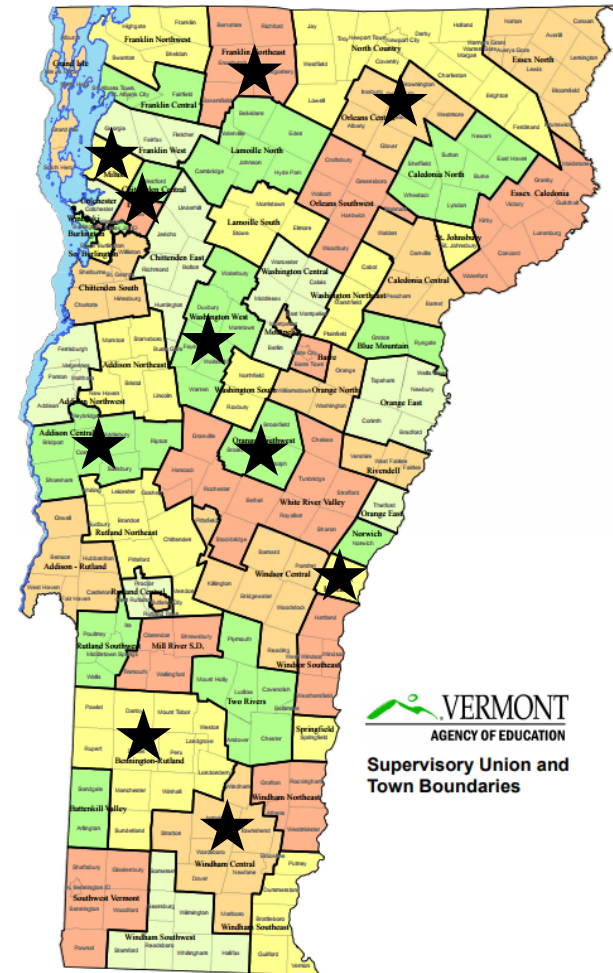
Hartford School District

Harwood Unified Union School District

Milton Town School District

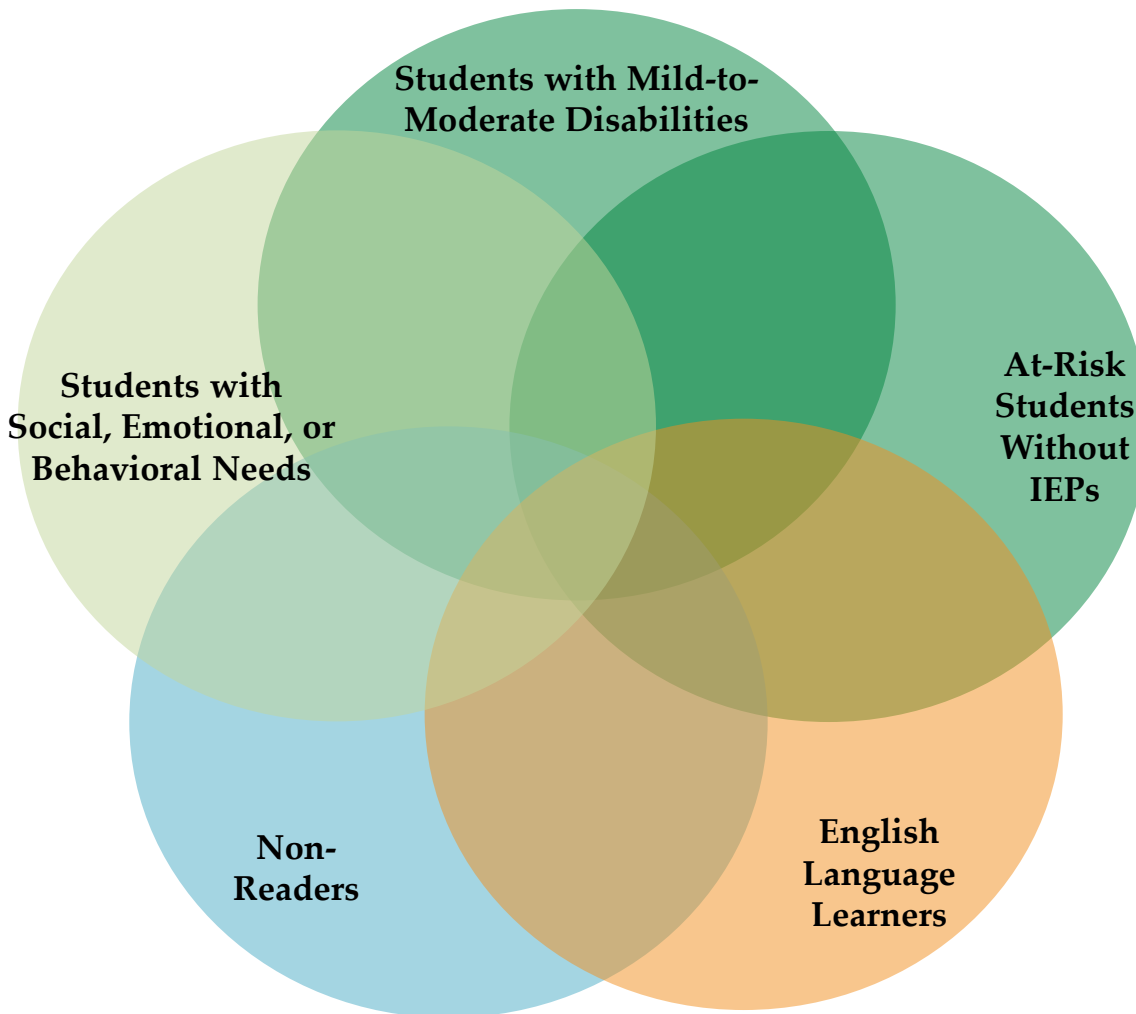Orange Southwest School District

Orleans Central Supervisory Union

Windham Central Supervisory Union

Supervisory Union and Town Boundaries

Students Who Struggle

Students with Mild-to-Moderate Disabilities

Students with Social, Emotional, or Behavioral Needs

At-Risk Students Without IEPs

Non-Readers

English Language Learners

Common Challenges

- Many struggle to read and comprehend

- Many have skill deficits from prior grades

- Many require multiple modes of instruction

- Many learn and process information more slowly than their peers

A similar approach for all can be effective and cost-effective.

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Five Opportunities

1. Ensure elementary core instruction meets the needs of most students;

2. Provide additional instructional time outside core subjects to students who struggle;

3. Ensure students who struggle receive all instruction from highly skilled teachers;

4. Create or strengthen a system-wide approach for providing positive social, emotional, and behavioral instruction; and

5. Provide students with intensive needs with effective specialized instruction from skilled experts.

Service Delivery Support

- AOE shall assist supervisory unions to expand and improve their delivery of services to students who require additional support:
  - Training around embedding best practices for the delivery of special education services
  - Support tied to the AOE's accountability plan
  - Specific needs identified through VTmtss Framework

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State-Level Integration

- VTmtss Framework

- Internal Processes
  - Education Quality Assurance
  - Student Support Services
  - Personalized Learning & Flexible Pathways
  - Federal & Education Support Programs

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Legislation
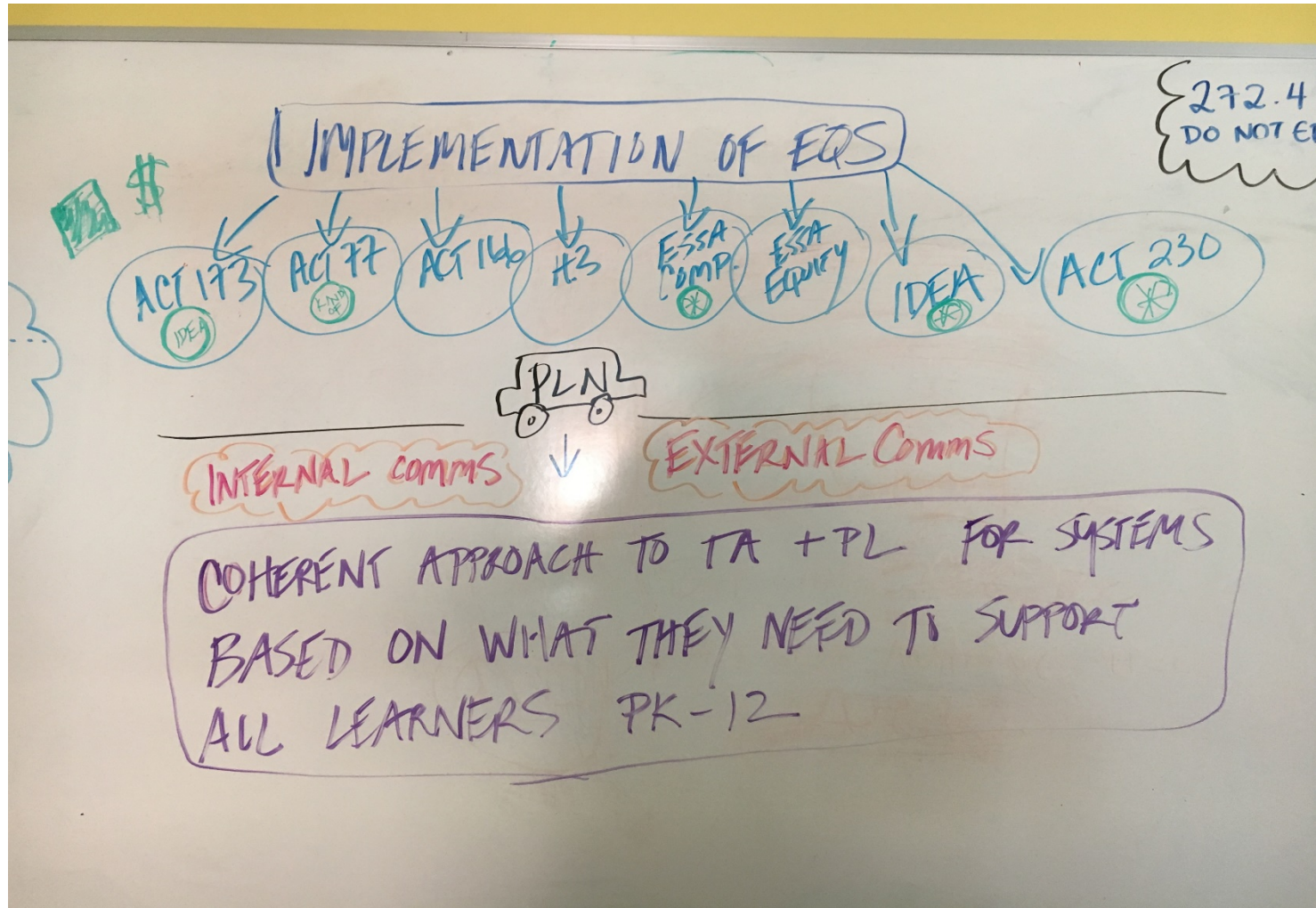
Act 173 Systems Levers

Four areas of focused activity under Act 173:

- Education Support Team
- Local Comprehensive Assessment System
- Coordination of Curriculum
- Needs-Based Professional Development

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Measures of Effectiveness

- The AOE is currently identifying Act 173-related performance measures.

- The AOE is integrating existing structures and processes to support implementation and evaluation:
  - Processes & Resources
  - Measures

What are roles and responsibilities?

SEA	LEA/School

SEA

- **Integrate Response Across AOE**

- **Provide Statewide Data (e.g., Annual Snapshot, IFRs, APRs)**

- **Provide technical support to the field differentiated based on State accountability system**

LEA/School

Provide Local Data

- **E.g., SAS, CNA process, LCAS data**

Coordinate CIP based on data-supported needs

- **Needs-based investments**
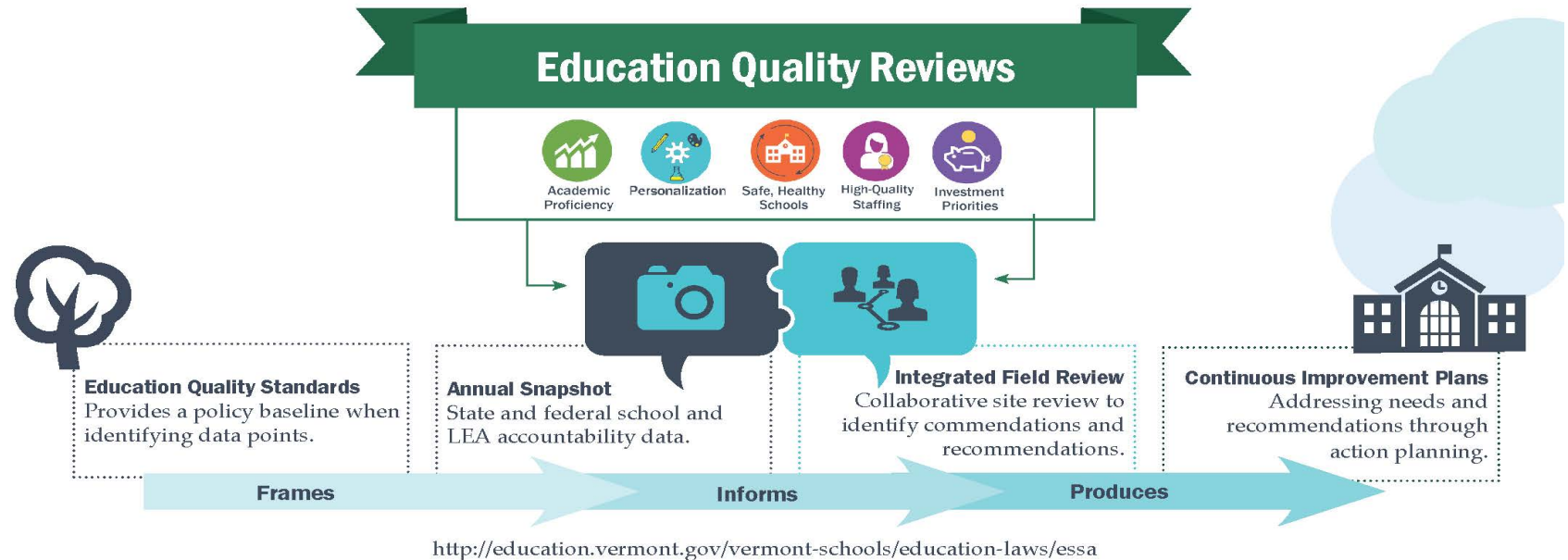
- **Implement PD plan**

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How does the Vermont State Plan tie into existing state education initiatives?

The Vermont State Plan doesn't undo state law or conflict with current state education priorities; it instead prioritizes reflecting state policy wherever possible, and identifies some of the measures that will feed into local continuous improvement conversations.

- Performance measures in the Plan reflect state and federal policy, including Vermont's Education Quality Standards (EQS)
- Those measures will produce data that will be shared with schools through Annual Snapshots
- Annual Snaphot Data will inform local continuous improvement processes, including state and locally-coordinated processes
- The products of those discussions will include the writing and implementation of Continuous Improvement Plans: a local education system's mechanism for documenting and tracking their education initiatives

As time passes, the AOE will evaluate and revise the Vermont State Plan in three year cycles, so that it can continue to reflect priorities that are most relevant to Vermonters, and won't become a dated or obsolete state federal accountability document.

Education Quality Reviews

Academic Proficiency · Personalization · Safe, Healthy Schools · High-Quality Staffing · Investment Priorities

Education Quality Standards
Provides a policy baseline when identifying data points.

Annual Snapshot
State and federal school and LEA accountability data.

Integrated Field Review
Collaborative site review to identify commendations and recommendations.

Continuous Improvement Plans
Addressing needs and recommendations through action planning.

Frames → Informs → Produces

http://education.vermont.gov/vermont-schools/education-laws/essa

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Continuous Improvement Supports

Vermont's EQS prioritizes continuous improvement for all schools. When schools are eligible to receive Comprehensive and Targeted supports under ESSA, those supports will often come through more systemic improvement efforts at the SU/SD level. This leverages the AOE's limited resources for greatest impact, and recognizes that school-level challenges can often be best solved in collaboration with those who are most familiar with the local context.

Schools that are Eligible for State Supports

- Will receive additional AOE continuous improvement planning support.

- Will receive additional AOE support in linking applications for federal funding to school needs.

- Will receive additional monitoring to ensure progress towards state and school goals.

Supporting all of Vermont's Schools

Vermont seeks to support all of its education systems in their continuous improvement efforts; the state's Annual Snapshot, Integrated Field Reviews, and Continuous Improvement Plan reviews are examples of resources that are provided statewide, with the understanding that all of our education systems can improve.

Comprehensive Supports

Schools that are eligible to receive Comprehensive Supports have the greatest systemic needs. The AOE will collaborate with SU/SDs to provide intensive, differentiated supports to these schools, which will also be eligible to receive federal funding to support their improvement efforts.

Targeted Supports

Schools that are eligible to receive Targeted Supports have needs tied to serving one or more specific groups of students. These schools will receive more limited Agency resources provided in collaboration with their SU/SDs.

http://education.vermont.gov/vermont-schools/education-laws/essa

VT multi-tiered system of supports

VTmtss Field Guide 2019
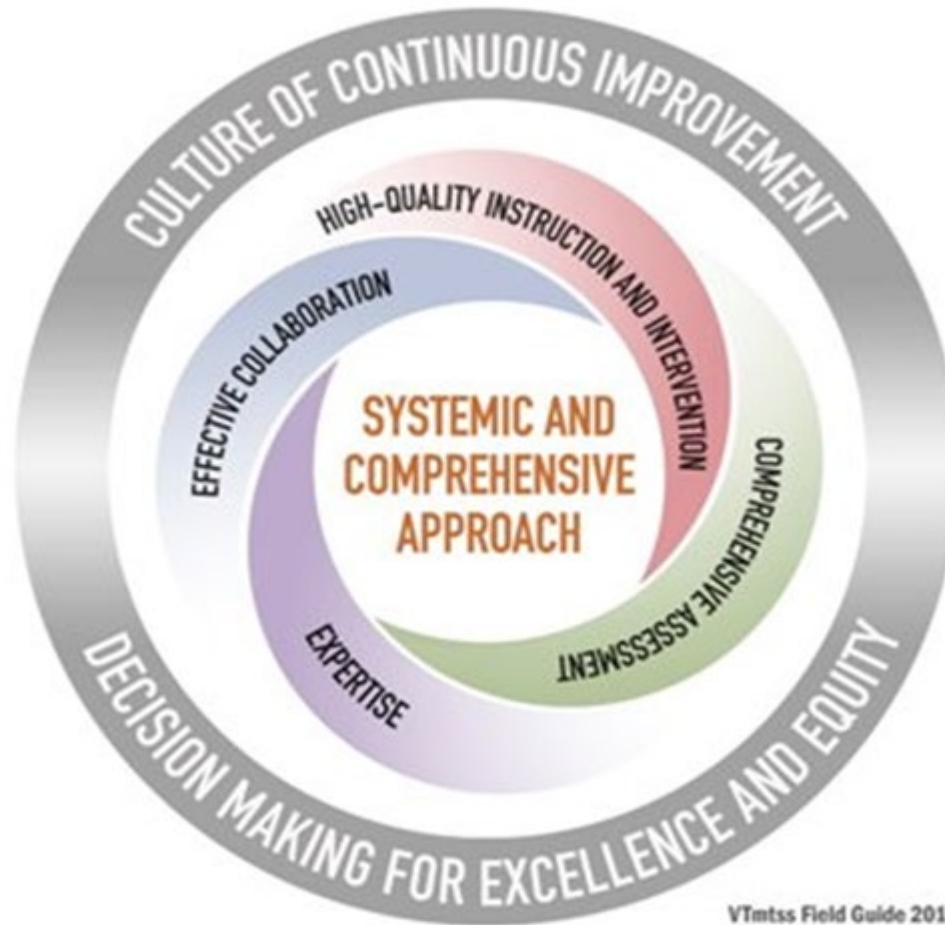
VTmtss Framework (2019)

- Is a decision-making model
- Supports implementation & sustainability for systems & programs
- Provides tools for continuous improvement

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Tools for Continuous Improvement

Framework Tools

- Systems Screener
- Driver Diagram

VTmtss Field Guide 2019

VTmtss Field Guide (2019)

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VTmtss Framework: Decision making

Culture of Continuous Improvement: Decision-making for Excellence & Equity

Systems and Leadership to Support Equity and Excellence

Collaborative Teams and Partnerships

Judicious Use and Focused Development of Expertise

Decisions

Reliable and Useful Assessment Information

Powerful and Effective Instruction and Intervention

VTmtss Field Guide 2019

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Thank You!

Please reach out with questions and/or feedback.

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