


**Increasing Student Outcomes and Reducing Special Education Costs**

<p><b>The Problem:</b></p> <p>The 2017 District Management Group (DMG) report found that nearly 40 percent of all elementary students are struggling to read and their teachers feel “ill-equipped” to help them.  <i>-VT Digger</i></p> <p>With approximately 37% of students struggling with reading across the participating SU/SDs, many general education teachers, interventionists and special education teachers described a stressed system.  <i>-DMG</i></p> <p>University of Vermont researchers found that the state pays, on average, an additional \$22,000 per special education student per year. <i>-UVM</i></p>	<p align="center"><b>How children learn to read is no longer a mystery. It is time to move the science of reading from the laboratory into the classroom.</b></p>  <p align="center">For students who struggle to read, research indicates that the subject-specific training of the instructor has significant bearing on the student’s likelihood of achieving grade-level mastery.  <i>-DMG</i></p>	<p><b>The Goal:</b></p> <p>We must invest in creating a force of educators who are trained as experts in evidenced-based instructional practices. Educators will use the science of reading to provide better instruction to typical learners and more expert instruction to those with diverse needs.</p> <p align="center"><i>Investing in the effectiveness of core reading instruction is critical for students in general education and students with disabilities, and can ultimately reduce the number of students in Tier 2 and special education reading interventions.</i>  <i>-DMG</i></p>
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<p><b>The Vision:</b></p> <p>We envision a better educated and literate workforce with improved possibilities for employment, higher-paying jobs and access to health care.</p>	<p><b>Brain Science and Instruction Matter</b></p> <ul style="list-style-type: none"> <li>• fMRIs show how children learn.</li> <li>• We can distinguish between the 60% of youngsters who learn to read easily and the 40% who struggle.</li> <li>• Children in the lowest 20<sup>th</sup> percentile can improve from below to above at-risk levels.</li> <li>• The explicit/structured language approach is the only one which explicitly addresses the essentials for reading acquisition as identified in brain research</li> </ul>	<p><b>The Plan:</b></p> <ul style="list-style-type: none"> <li>• A collaboration of educators, higher education, researchers, and administrators</li> <li>• Cohort-based structured literacy training with coaching in the classroom.</li> <li>• Nonintrusive data collection</li> <li>• Increased teacher expertise</li> <li>• Improved student outcomes throughout Vermont.</li> </ul>
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**Working with Partners Towards a Bold Transformative Future**