

Increasing Student Outcomes and Reducing Special Education Costs

<p>The Problem:</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">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.</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>The Goal:</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>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The Vision:</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>Brain Science and Instruction Matter</p> <ul style="list-style-type: none"> • fMRIs show how children learn. • We can distinguish between the 60% of youngsters who learn to read easily and the 40% who struggle. • Children in the lowest 20th percentile can improve from below to above at-risk levels. • The explicit/structured language approach is the only one which explicitly addresses the essentials for reading acquisition as identified in brain research 	<p>The Plan:</p> <ul style="list-style-type: none"> • A collaboration of educators, higher education, researchers, and administrators • Cohort-based structured literacy training with coaching in the classroom. • Nonintrusive data collection • Increased teacher expertise • Improved student outcomes throughout Vermont.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Working with Partners Towards a Bold Transformative Future