

# **Data Presentation State Profile**

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**Commission on the Future of Public Education**

**August 26, 2024**

# Agenda

- **Legal Context:** The Right to Education in Vermont
- **Agency of Education Listen & Learn:** Review, Preview, & Align Efforts
- **State Data Profile:** Statewide trends at the Supervisory Union/School District level
- **Next Steps:** Future analysis and qualitative data collection

# Legal Context

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**THE RIGHT TO EDUCATION IN VERMONT**

# The Right to Education in Vermont

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The "Education Clause" of the Vermont Constitution, Chapter II, § 68

- The Education Clause provides that “a competent number of schools ought to be maintained in each town unless the general assembly permits other provisions for the convenient instruction of youth.”
- This provision, or a similar one, has existed since adoption of the first Vermont Constitution in 1777 (258). In fact, education is the only governmental service ever to have been included in the Vermont Constitution

# State v. Brigham

## 166 Vt. 146 (1997)

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In this case, the Vermont Supreme Court held that the State has a constitutional obligation to provide public education.

- “The state may delegate to local towns and cities the authority to finance and administer the schools within their borders; it cannot, however, abdicate the basic responsibility for education by passing it on to local governments, which are themselves creations of the state.”

# State v. Brigham

## 166 Vt. 146 (1997)

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- The Brigham Court held that the then-current education financing system, “with its substantial dependence on local property taxes and resultant wide disparities in revenues available to local school districts, deprive[d] children of an equal educational opportunity in violation” of Chapter II, § 68 and Chapter I, Article 7 of the Vermont Constitution.

# State v. Brigham

## 166 Vt. 146 (1997)

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- “The Court noted, however, that “absolute equality of funding is neither a necessary nor a practical requirement to satisfy the constitutional command of equal educational opportunity. ... [D]ifferences among school districts in terms of size, special education needs, transportation costs, and other factors will invariably create unavoidable differences in per-pupil expenditures. Equal opportunity does not necessarily require precisely equal per-capita expenditures, nor does it prohibit cities and towns from spending more on education if they choose, but it does not allow a system in which educational opportunity is necessarily a function of district wealth.”

# Right to Educational Opportunity - 16 V.S.A. § 1

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“The right to public education is integral to Vermont’s constitutional form of government and its guarantees of political and civil rights. Further, the right to education is fundamental for the success of Vermont’s children in a rapidly-changing society and global marketplace as well as for the State’s own economic and social prosperity. To keep Vermont’s democracy competitive and thriving, Vermont students must be afforded substantially equal access to a quality basic education. However, one of the strengths of Vermont’s education system lies in its rich diversity and the ability for each local school district to adapt its educational program to local needs and desires. Therefore, it is the policy of the State that all Vermont children will be afforded educational opportunities that are substantially equal although educational programs may vary from district to district.”  
(Added 1997, No. 60, § 2, eff. June 26, 1997.)



# Statewide Standards

## 16 V.S.A. § 165

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### Education Quality Standards / School District Quality Standards

- “(a) In order to carry out Vermont’s policy that all Vermont children will be afforded educational opportunities that are substantially equal in quality, each Vermont public school, including each career technical center, shall meet the following education quality standards [SBE Rule 2000]”
- “(g) In addition . . . each Vermont school district shall meet the school district quality standards [AOE Rule 100] regarding the business, facilities management, and governance practices of school districts.”

# Agency of Education Listen & Learn Tour

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REVIEW, PREVIEW, AND ALIGN EFFORTS

# Listen and Learn

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The mission of the Vermont Agency of Education is to ensure that each student has access to high quality educational opportunities.

We work towards this goal through the provision of leadership, support, and oversight to our partners in the education system.

This fall, the AOE will hold a Listen and Learn Tour to engage with education leaders, teachers and staff, parents and families, community members, and students as the Agency works towards ensuring equitable access to high quality educational outcomes.

# August Regional Meetings

The Agency of Education has met with four of the five Regional Superintendent Associations, and we will be meeting with the Northeast VT Regional Superintendents on September 4. During these meetings, the intent and approach of the Listen and Learn was discussed with a strong focus on data collection and framing.

As we continue with the Listen and Learn Tour into the Fall, we recognize this is an opportunity for us to truly understand the diverse experiences and perspectives within our statewide education system and to ground our conversations in data and evidence.

# Priorities and Areas of Improvement

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AOE began August Listen and Learn Sessions by highlighting:

Areas for improvement:

- Data access and data reporting
- Targeted communication and support to field
- Intra-agency coordination

Priorities:

- Improving literacy outcomes
- Expanding college and career readiness
- Mental Health supports

Key Superintendent Considerations and Additions:

Areas of concern:

- Chronic absentee and attendance rates
- Teacher licensing and preparation programs
- All student assessment scores, particularly math in addition to literacy
- Budget development
- School construction, facilities, and PCBs

# Preparing for Public Engagement Sessions

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In September, we'll engage in conversations with superintendents, representative principals and teachers, curriculum directors, special education leaders, and other education leaders across regions.

October through November, the Agency of Education will partner with regional education leaders to host broader public engagement sessions, that will be facilitated by a consultant to ensure objectivity.

Guiding principles for the public engagement sessions include:

- Ensure Accessibility
- Promote Informed input
- Facilitate Two-way communication
- Capture actionable next steps
- Support the Commission on the Future of Public Education's work

# State Profile

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**STATEWIDE TRENDS AT THE SUPERVISORY  
UNION/SCHOOL DISTRICT LEVEL**

# State Profile

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The state profile provides a first, high-level look at the state of education in Vermont and will serve as a roadmap as we work together towards our shared vision for education. The state profile addresses key areas including:

- Enrollment
- Demographics
- Student outcomes
- Staffing
- Spending



# What are the goals?

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The State Profile report is an important part of developing a strategic plan to advance Vermont's education goals. The findings provide data and metrics to guide education leaders, school communities, and the Agency as we work together to ensure that every student in Vermont has equitable access to high-quality educational opportunities.

The State Profile will share statewide trends in key areas to prompt conversations based on a shared set of baseline data and identify areas that need further exploration.

This report is the first in a series and focuses on trends at the level of the supervisory union and included aggregated independent school information. It is not intended to be used as the sole source of information for decision-making or judgement.

# Things to Consider

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The Agency recognizes that the definitions and sources of data may vary, so clear descriptions are provided at the top of each data set to provide some background for the reader.

We are committed to improving the consistency of the data that is collected and are taking steps to improve data quality and reporting.

# Our State Education System at a Glance (2022-2023)

Highlights (2022-23)	
<b>Public Schools</b>	
# of SU/SDs	52
# of CTE Centers	17
# of Districts	119
# of Public Schools	288
Total Enrollment (PreK, K12, and Adult Learners) in SU/SDs	82,828
<b>Other Settings</b>	
# of Approved and Recognized Independent Schools	127
Independent School Enrollment	9,679
<i>Publicly Tuitioned Students Attending Independent Schools</i>	3,541
Publicly Funded Students Attending Schools Out of State	725
Home Study Enrollment	3,505

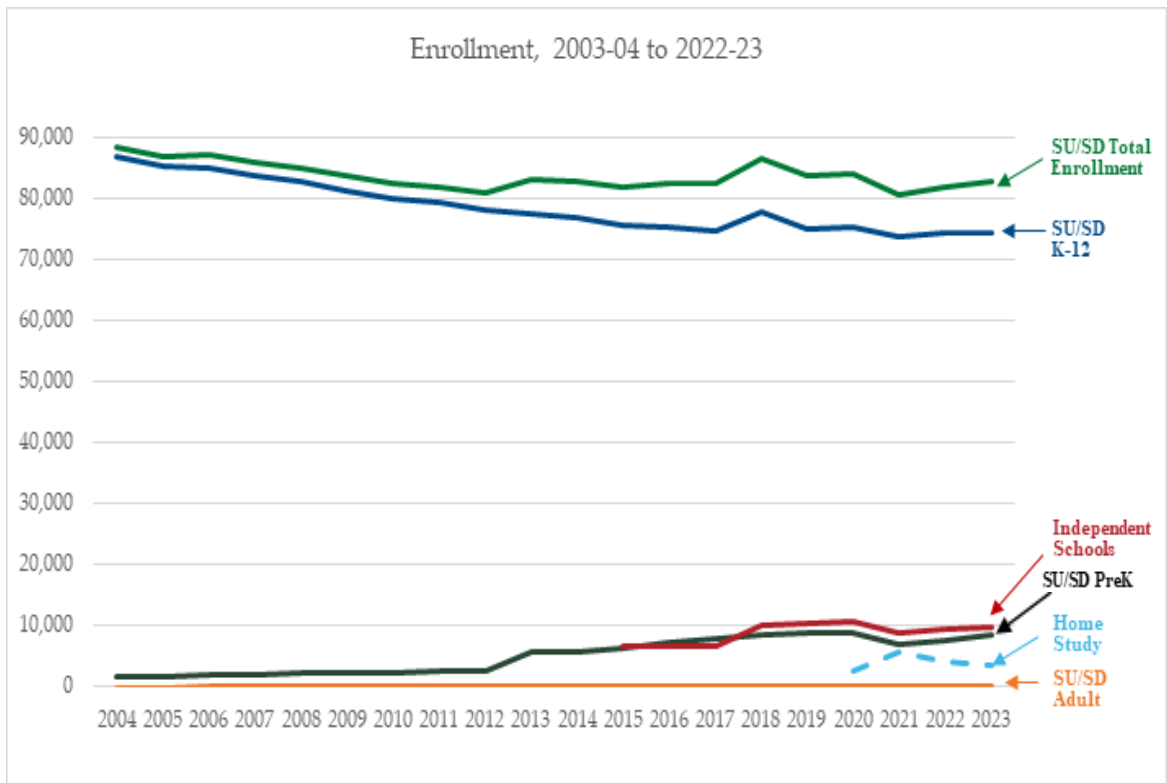
# National Rankings

Vermont National Rankings	
	Ranking
<b>Average School Size*</b> Ranked from Largest to Smallest Average School Size	46 <sup>th</sup>
<b>Total Expenditures Per Pupil*</b> Ranked from Highest to Lowest Expenditures	5 <sup>th</sup>
<b>Teachers Per 100 Pupils*</b> Ranked from Highest to Lowest Staffing	1 <sup>st</sup>
<b>Staff Per 100 Pupils*</b> Ranked from Highest to Lowest Staffing	1 <sup>st</sup>
<b>National Assessment of Educational Progress (NAEP) 4th Grade Reading^</b> Ranked from Highest to Lowest Percent Proficient or Above	11 <sup>th</sup>
<b>NAEP 4th Grade Math^</b> Ranked from Highest to Lowest Percent Proficient or Above	28 <sup>th</sup>
<b>NAEP 8th Grade Reading^</b> Ranked from Highest to Lowest Percent Proficient or Above	5 <sup>th</sup>
<b>NAEP 8th Grade Math^</b> Ranked from Highest to Lowest Percent Proficient or Above	21 <sup>st</sup>

# Key Takeaways

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## Enrollment Trends Between 2003-04 and 2022-23



- Overall total enrollment (including prekindergarten, K-12 and adult) in Vermont public schools decreased by 6.2 percent from 88,343 students to 82,828 students.
- K-12 enrollment decreased by 14.2 percent and was slightly offset by an increase in PreK enrollment.
- Changes in total enrollment varied between SU/SDs, ranging from an average decrease of 3.7 to 16.6 percent.
- There are 12 SU/SDs with increasing enrollments and 40 with decreasing enrollments.

\*Increase in PreK enrollment likely reflect increased availability of PreK spots as opposed to increases in students in that age group.

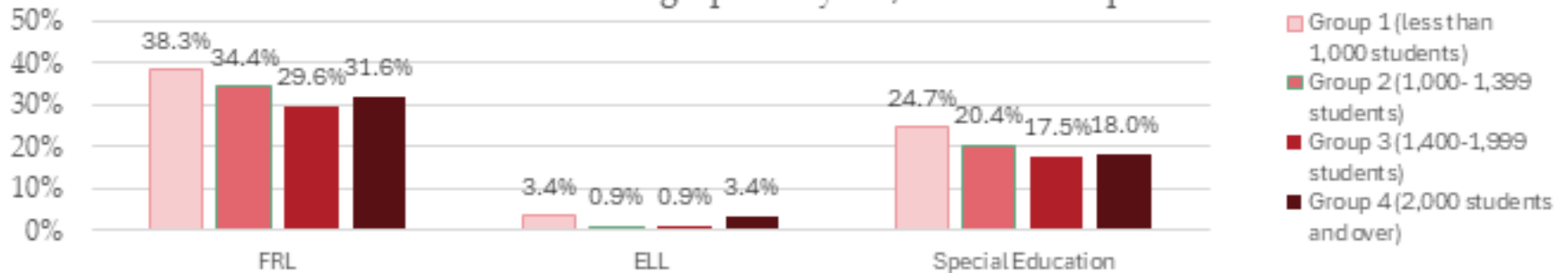
\*Independent schools are not subject to the same regulations for enrollment reporting and data may be incomplete.

# Student Demographic Trends

## Demographics, 2019-20 to 2022-23

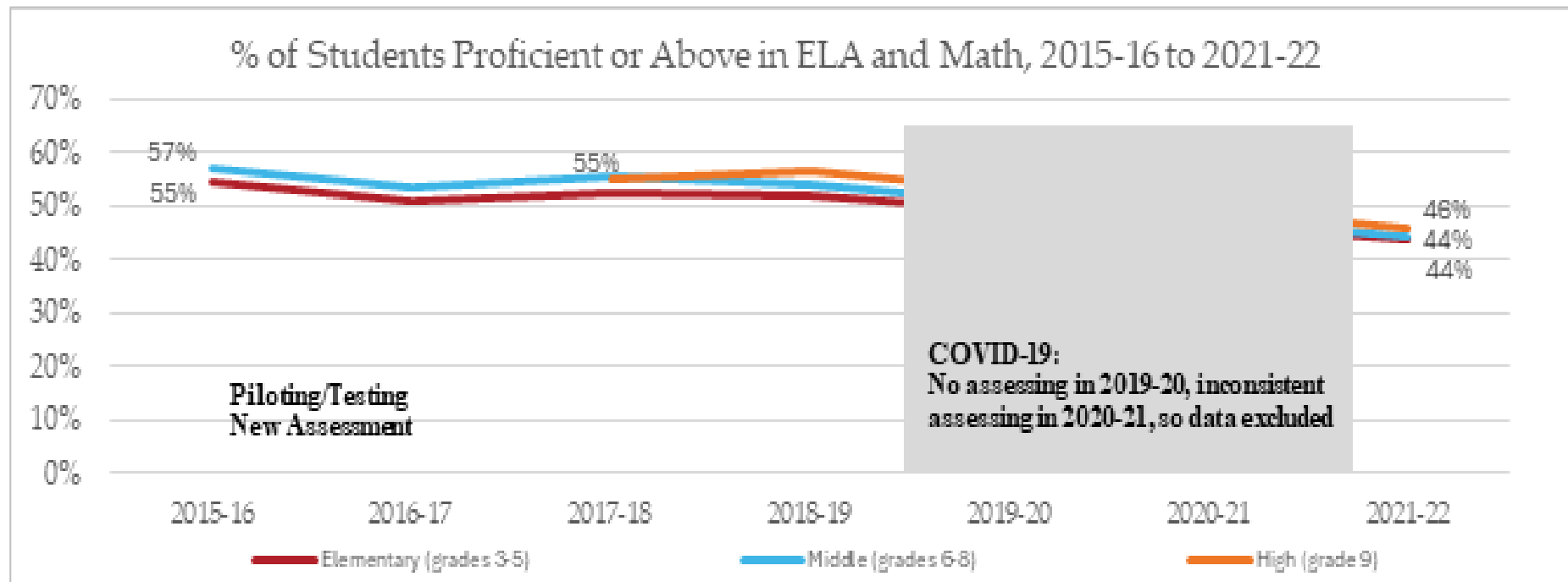
	2019-20	2020-21	2021-22	2022-23
<b>Free And Reduced Price Lunch (FRL)</b>				
Statewide Average	36.5%	35.7%	35.8%	32.1%
Range	13.1%-61.6%	9.5%-58.8%	10.7%-62.1%	8.3%-60.9%
<b>Special Education IEPs</b>				
Statewide Average	18.4%	18.7%	18.7%	18.7%
Range	10.3%-39.4%	10.3%-36.8%	10.7%-46.4%	10.5%-47.5%
<b>English Language Learners (ELL)</b>				
Statewide Average	4.9%	5.1%	5.0%	5.2%
Range	0.0%-39.5%	0.0%-35.8%	0.0%-33.3%	0.0%-34.4%

2022-23 Demographics by SU/SD Size Group



# ELA Student Outcome Trends

Assessments were not administered in 2019-20 and not administered consistently in 2020-21 due to the pandemic and the interruption in learning.

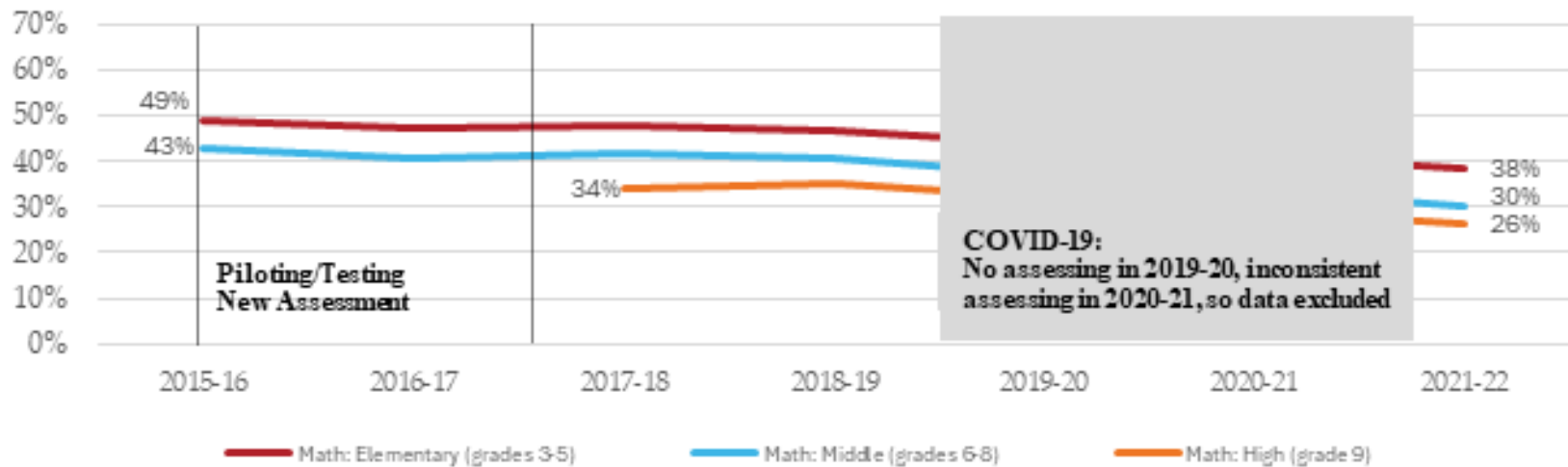




# Math Student Outcome Trends

Assessments were not administered in 2019-20 and not administered consistently in 2020-21 due to the pandemic and the interruption in learning.

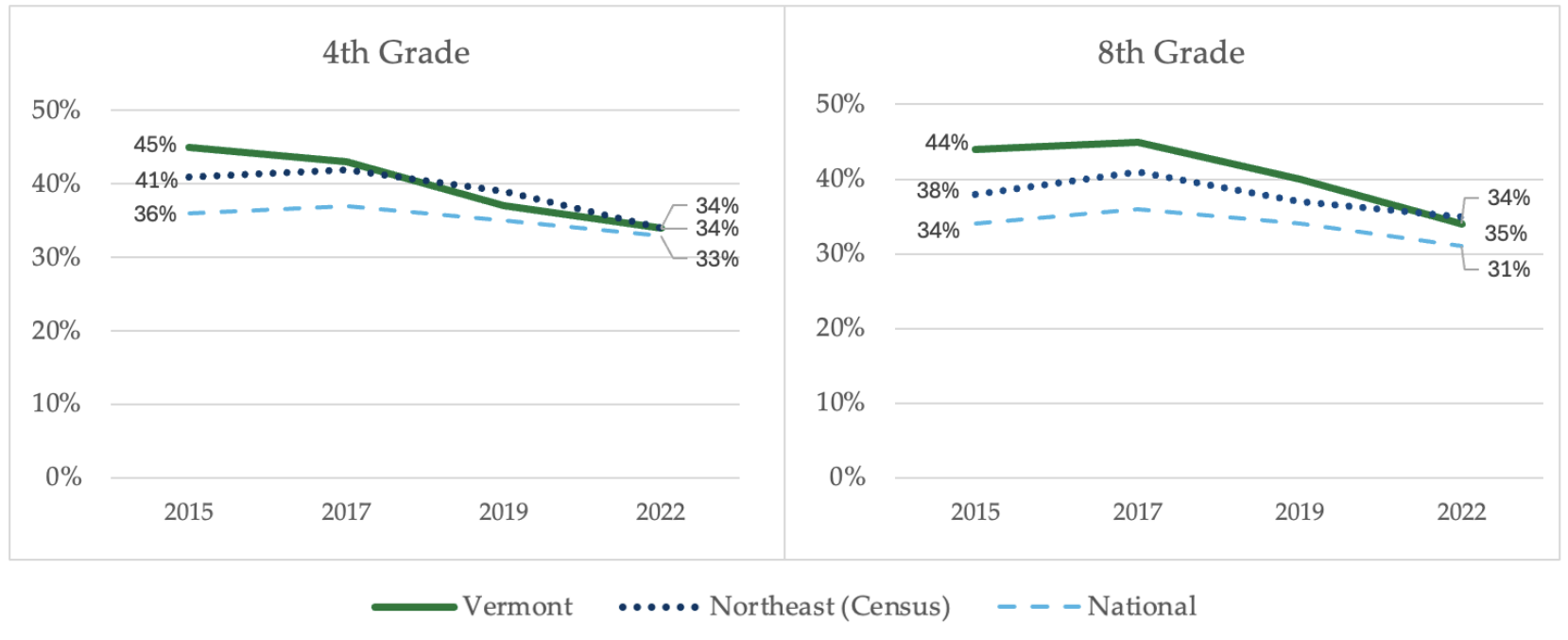
% of Students Proficient or Above in ELA and Math, 2015-16 to 2021-22



# National Assessment of Educational Progress (NAEP)

NAEP Reading trends 2015-2022

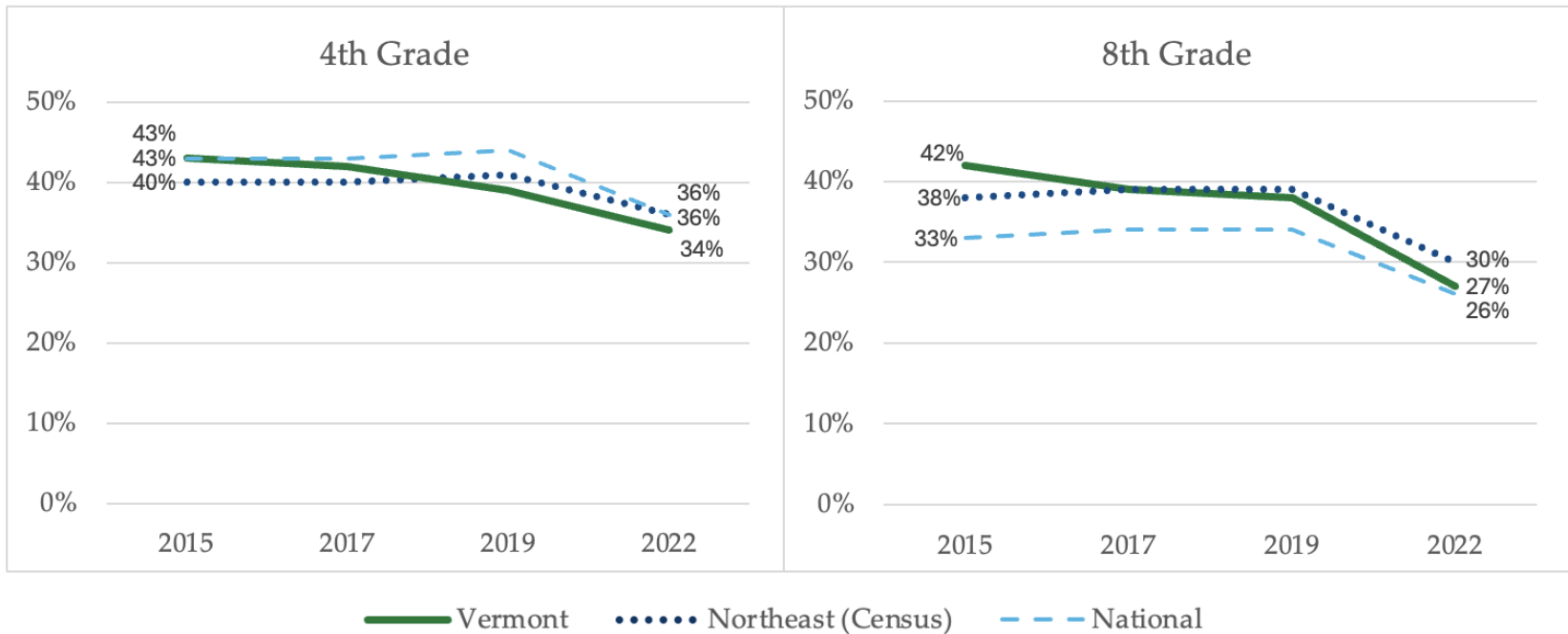
% of Students Proficient and Above on NAEP Reading, 2015 to 2022



# National Assessment of Educational Progress (NAEP)

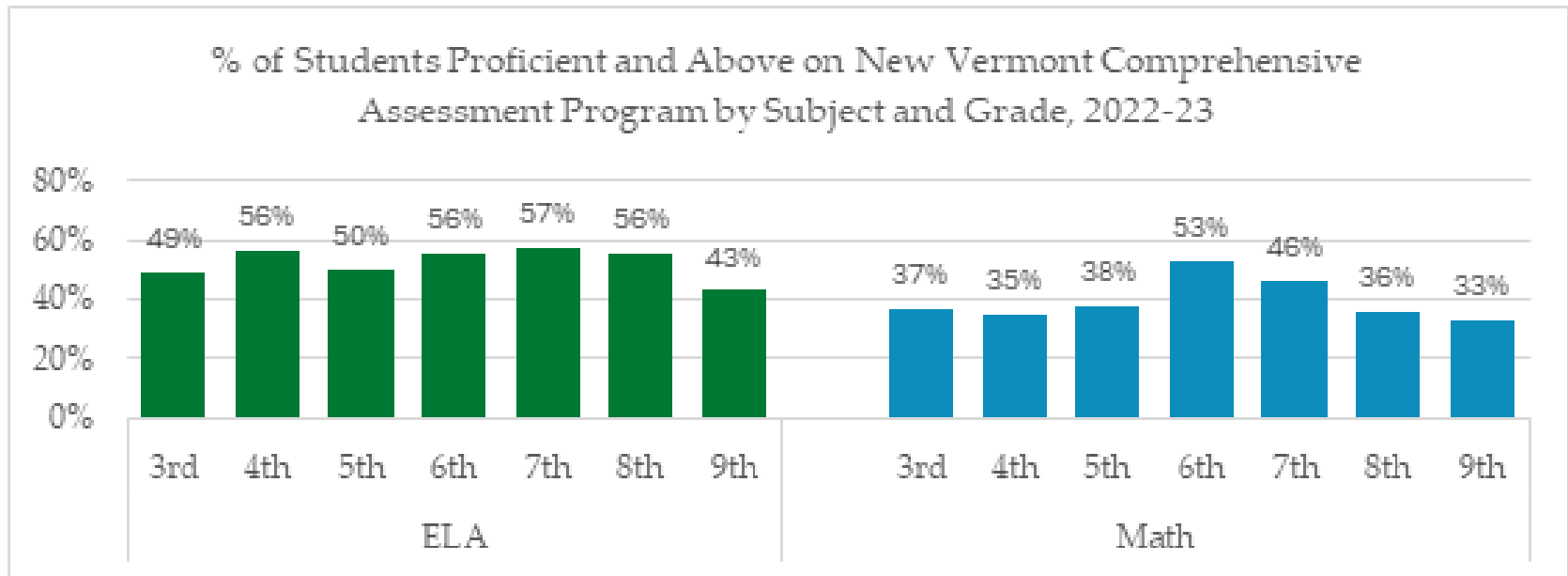
NAEP Math trends 2015-2022

% of Students Proficient and Above on NAEP Math, 2015 to 2022



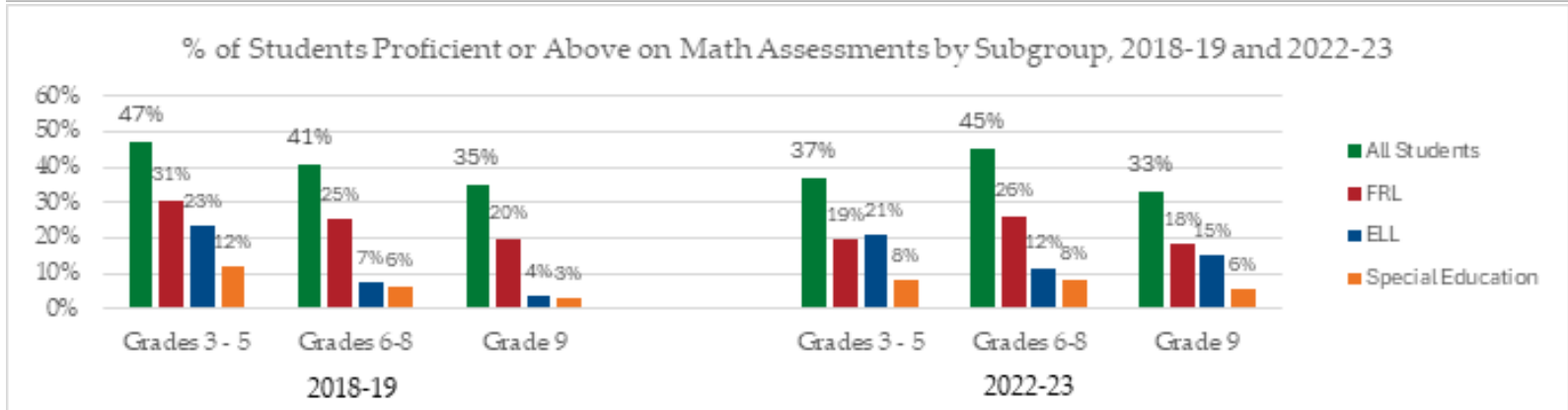
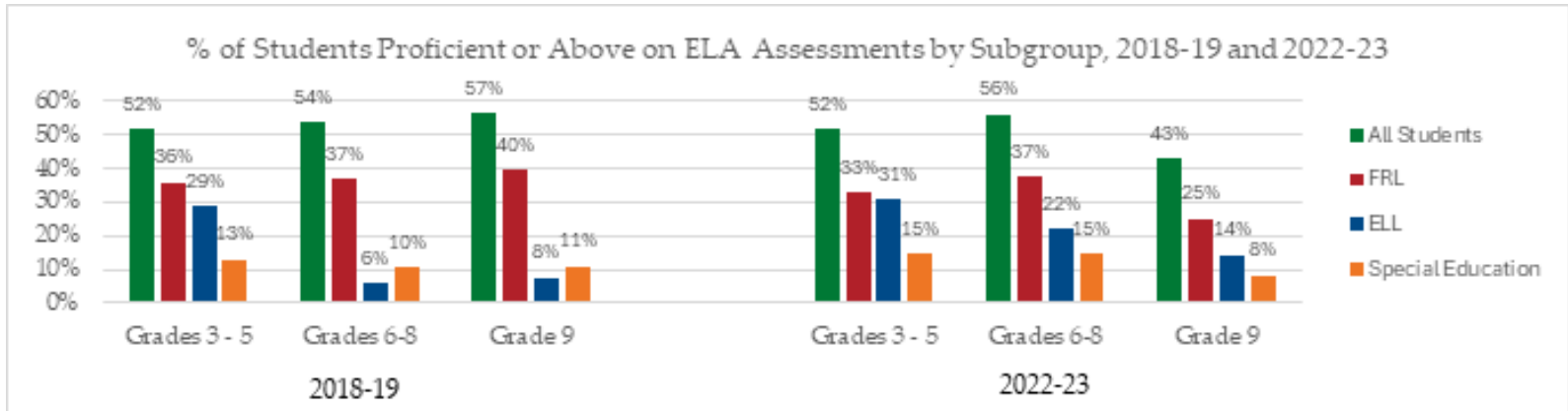
# 2022-2023 VT Comprehensive Assessment Program

As the new program was put into place in the 2022-2023 school year, it would be challenging to compare to assessment results of the prior program. Looking at these results by grade, the proficiency rates of students in ELA ranged from 43 to 57 percent and 33-53 percent in math.



# Student Outcome by Subgroups

Despite differences in the assessments administered in 2018-2019 and 2022-2023, there are persistent achievement gaps for FRL, ELL and Special Education students compared to all students. On average there is roughly a 20-percent gap for FRL students and an over 30 percent gap for ELL and Special Education students.



# Graduation Rates

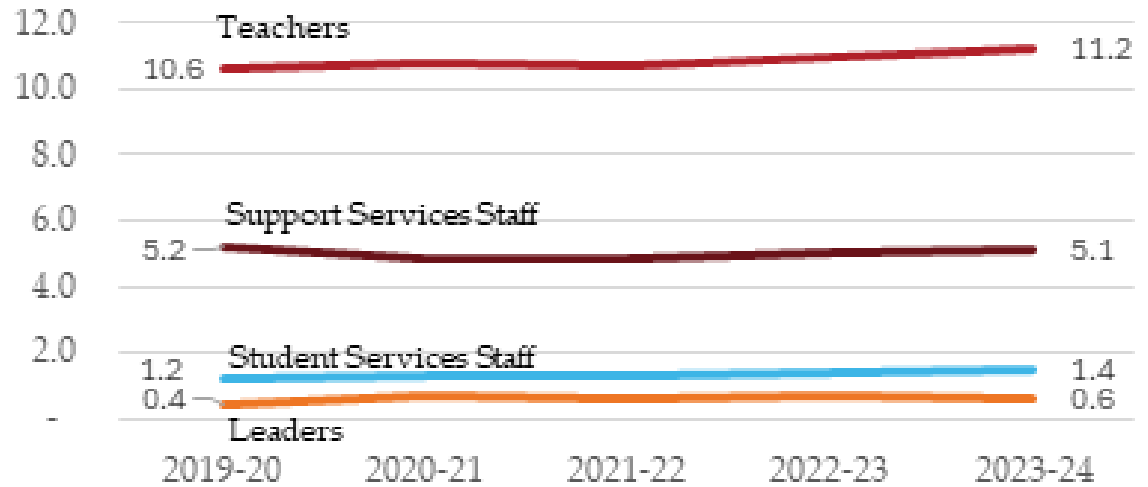
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Graduation Rates		
	4 Year Rate	6 Year Rate
2017-18	85%	90%
2018-19	85%	92%
2019-20	83%	88%
2020-21	83%	87%
2021-22	83%	86%
2022-23	82%	86%

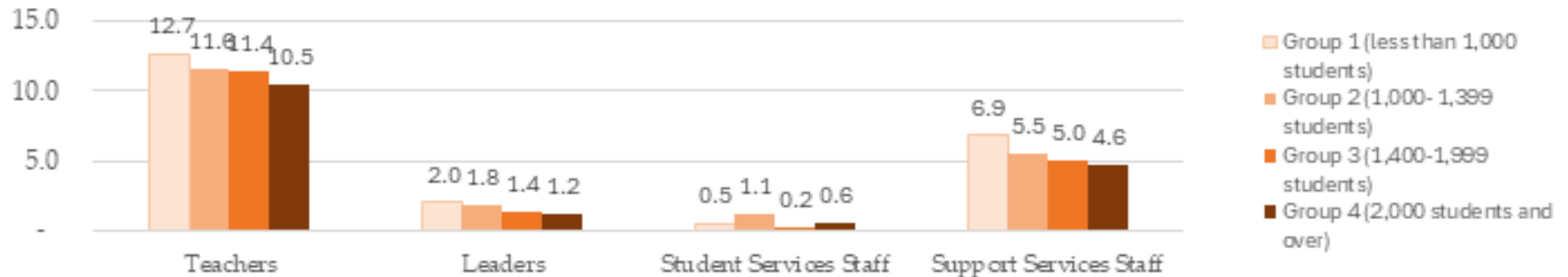
In 2017-2018, Vermont's 4-year graduation rate was 85% and the 6-year graduate rate was 90%. After peaking in 2018-19, graduation rates have been on a slow decline with 2022-23 graduation rates being lower than previous years.

# Staffing Levels

Statewide Average Staff Per 100 Students, 2019-20 through 2023-24

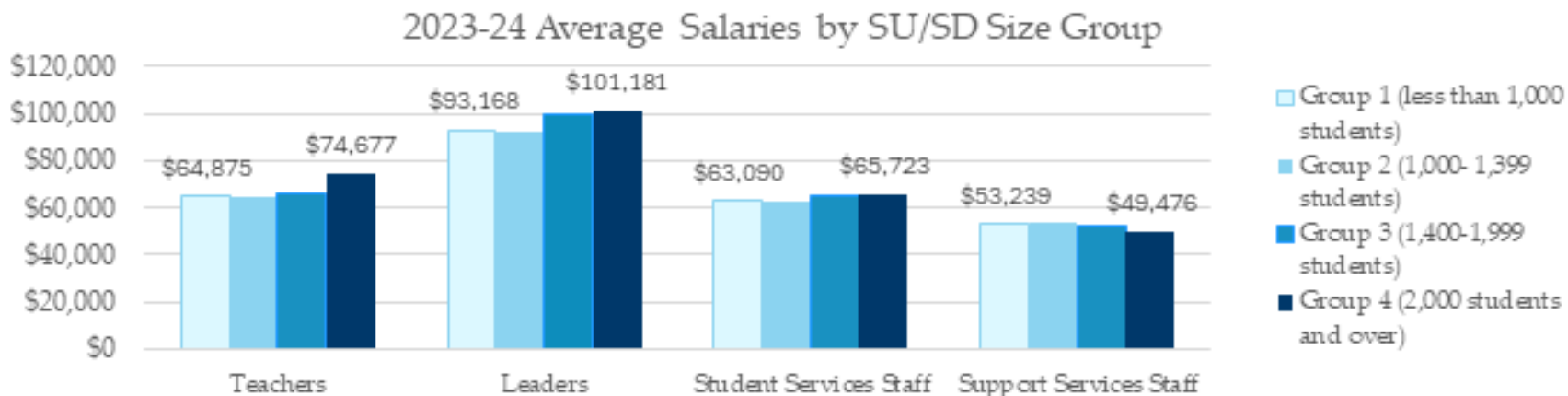
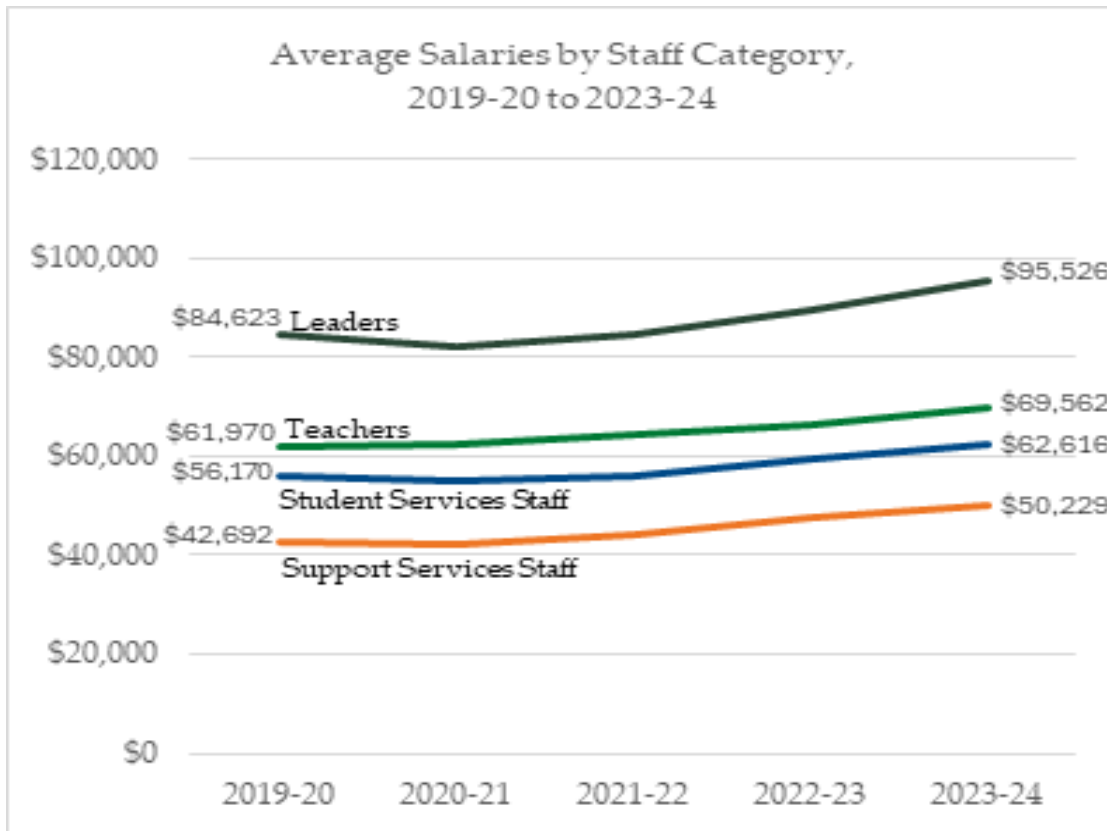


2023-24 Staff Per 100 Students by SU/SD Size Group



# Staffing Salaries

\*These numbers do not include benefits





# Staffing Salaries

Since 2019-20, average salaries have increased for all personnel categories by 11.5 to 17.7 percent. Larger SUs tended to have higher average salaries than smaller SUs in most personnel categories

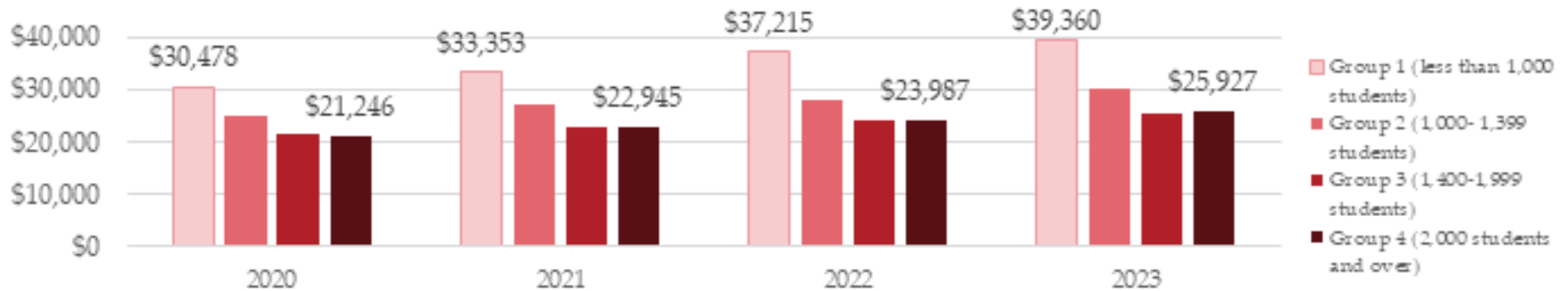
Statewide Average Salaries in SU/SDs, 2019-20 to 2023-24					
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Teachers</b>					
<b>Average</b>	\$61,970	\$62,393	\$64,162	\$66,536	\$69,562
<b>Range</b>	\$44,191-81,094	\$40,786-80,212	\$36,120-88,303	\$52,067-\$99,390	\$44,862-88,329
<b>Leaders</b>					
<b>Average</b>	\$84,623	\$82,149	\$84,359	\$89,755	\$95,526
<b>Range</b>	\$41,705-124,042	\$48,250-149,751	\$45,884-124,498	\$53,470-123,707	\$52,503-125,727
<b>Student Services Staff</b>					
<b>Average</b>	\$56,170	\$54,977	\$56,220	\$59,304	\$62,616
<b>Range</b>	\$36,239-153,207	\$34,461-81,399	\$35,537-80,635	\$37,585-84,976	\$39,945-88,860
<b>Support Services Staff</b>					
<b>Average</b>	\$42,692	\$42,368	\$44,204	\$47,363	\$50,229
<b>Range</b>	\$34,420-53,417	\$27,287-54,801	\$31,242-59,499	\$31,705-56,253	\$30,197-100,511

# Total Expenditures Per Pupil

*\*revised from original presentation*

SU /SD Total Expenditures Per Pupil (Total Enrollment), FY20-23			
	SU/SD Average	SU/SD Median	SU Range
2020	\$24,494	\$23,845	\$15,807- 51,122
2021	\$26,625	\$24,895	\$17,390-49,439
2022	\$28,263	\$26,107	\$17,044- 62,761
2023	\$30,158	\$27,490	\$19,709- 62,194

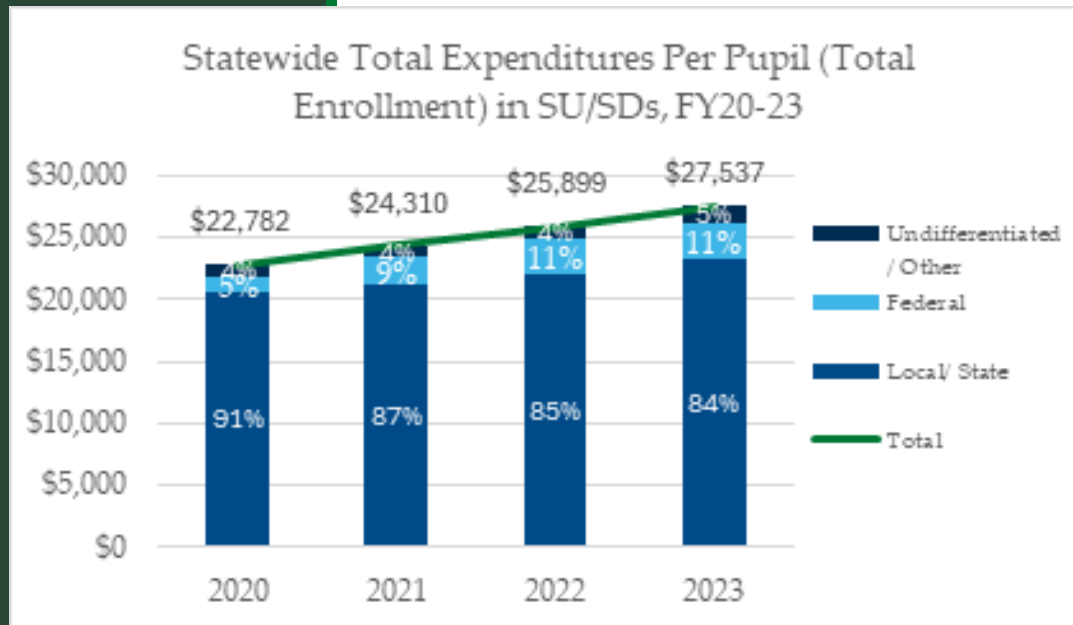
Total Expenditures Per Pupil (Total Enrollment) by SU/SD Size Group, FY20-FY23



# Total Expenditures Per Pupil By Funding Source

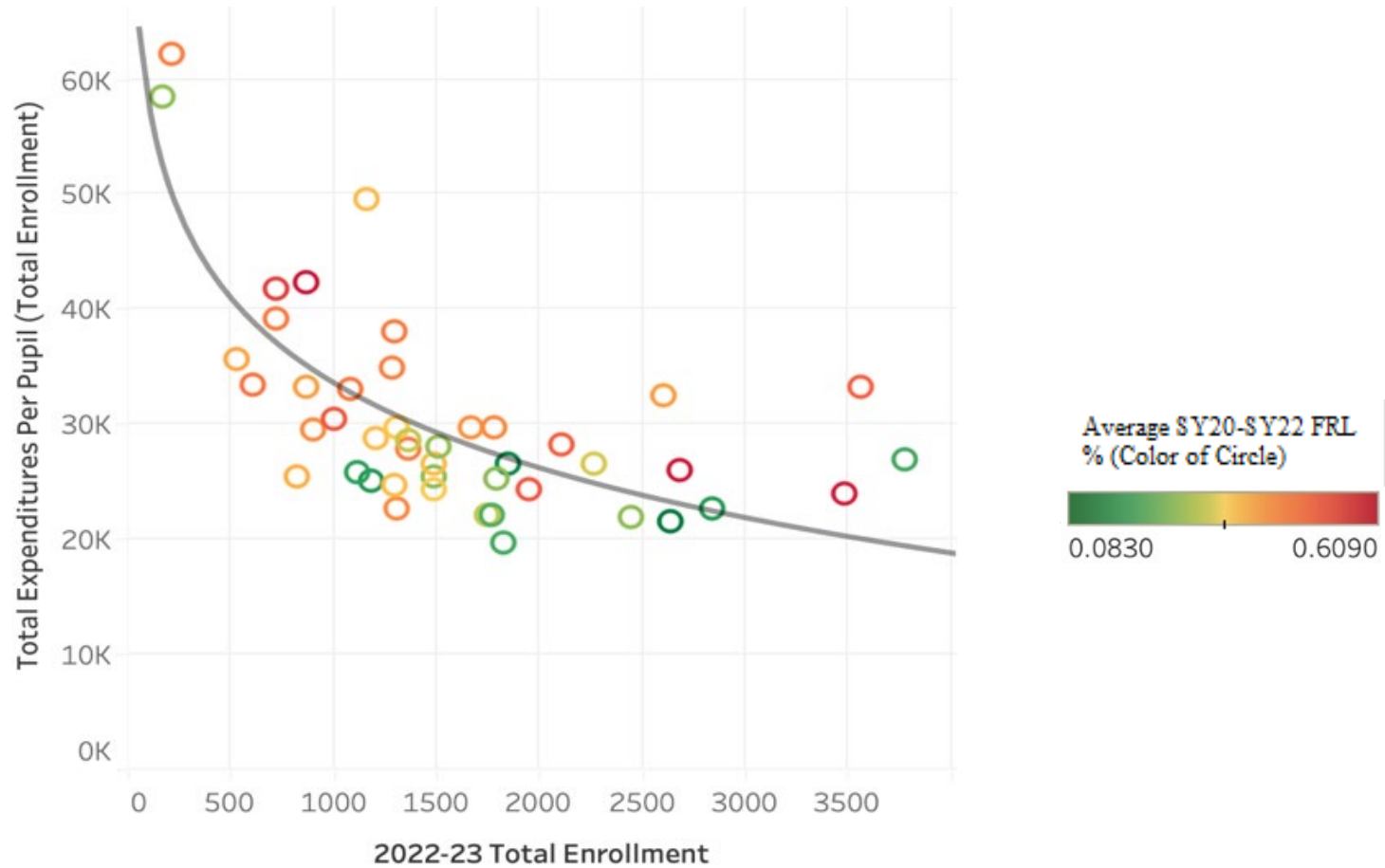
*\*revised from original presentation*

Statewide Total Expenditures Per Pupil (Total Enrollment) in SU/SDs by Source, FY202-23				
	Local/ State	Federal	Undiff./ Other	Total
2020	\$20,637	\$1,233	\$912	\$22,782
2021	\$21,150	\$2,286	\$874	\$24,310
2022	\$22,092	\$2,830	\$977	\$25,899
2023	\$23,234	\$2,960	\$1,343	\$27,537

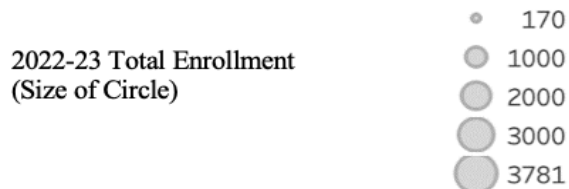
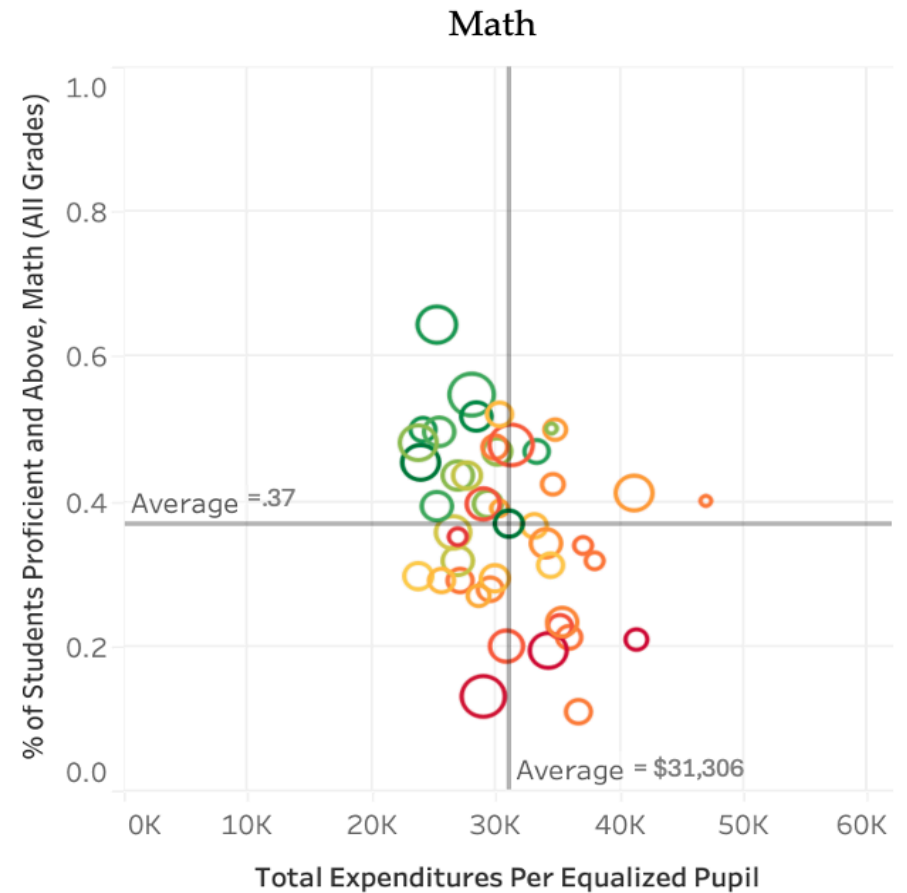
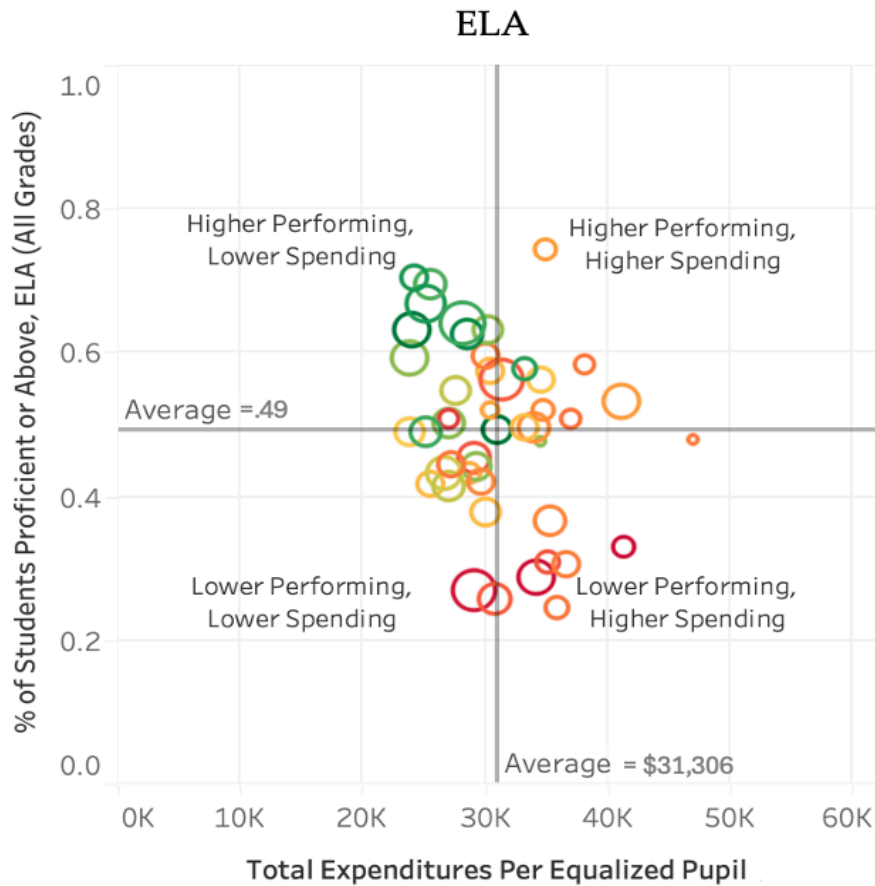


\*Total expenditures include capital and debt service, so year-to-year expenditures may vary based upon capital projects,.

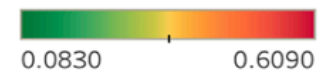
### FY23 Total Expenditures Per Pupil (Total Enrollment) vs. FY23 Total Enrollment



# FY23 Total Expenditures Per Equalized Pupil vs. VCAP Student Performance (All Grades), 2022-23



Average SY20-SY22 FRL % (Color of Circle)



*\*revised from original presentation*

# Total Special Education Expenditures Per Pupil

\*revised from original presentation

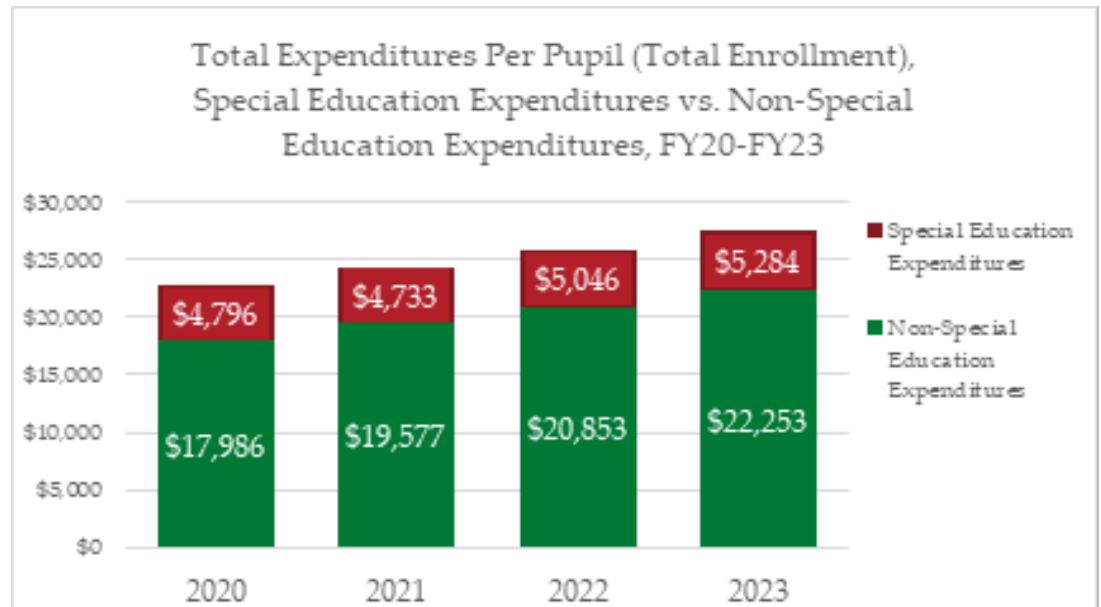
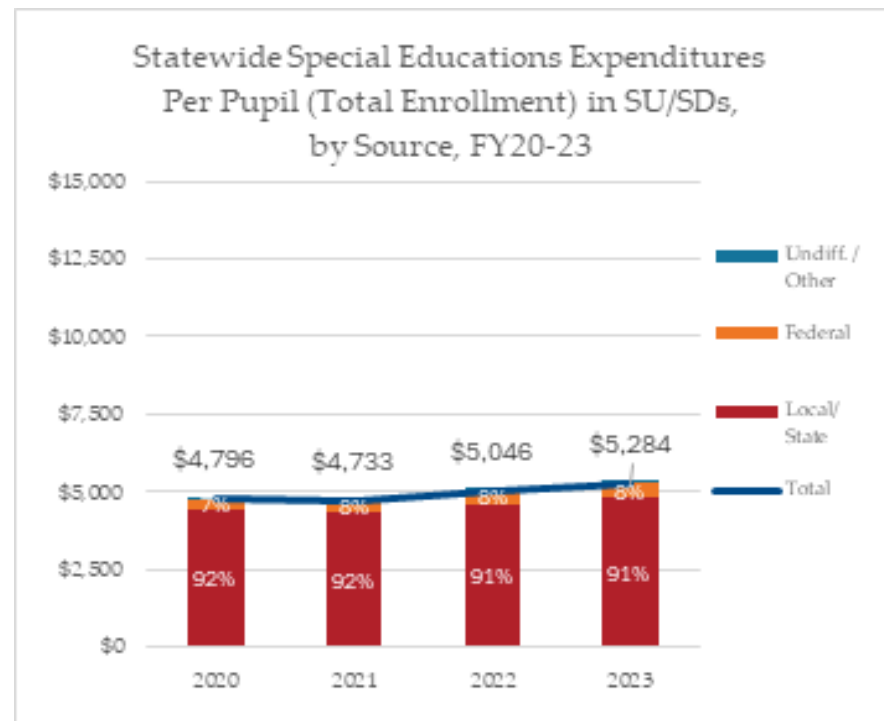
Statewide Special Education Expenditures Per Pupil (Total Enrollment) in SU/SDs, FY20-FY23			
	SU/SD Average	SU/SD Median	SU/SD Range
2020	\$5,147	\$4,516	\$2,841- 9,384
2021	\$4,979	\$4,578	\$2,760- 9,061
2022	\$5,479	\$4,993	\$1,717- 13,049
2023	\$5,841	\$5,234	\$1,637- 13,049

Statewide Special Education Expenditures Per Special Education Student in SU/SDs, FY20-FY23			
	SU/SD Average	SU/SD Median	SU/SD Range
2020	\$26,679	\$27,325	\$17,620- 84,278
2021	\$25,917	\$25,801	\$14,593- 38,741
2022	\$27,362	\$27,786	\$13,518- 40,660
2023	\$28,800	\$29,538	\$6,552- 47,900

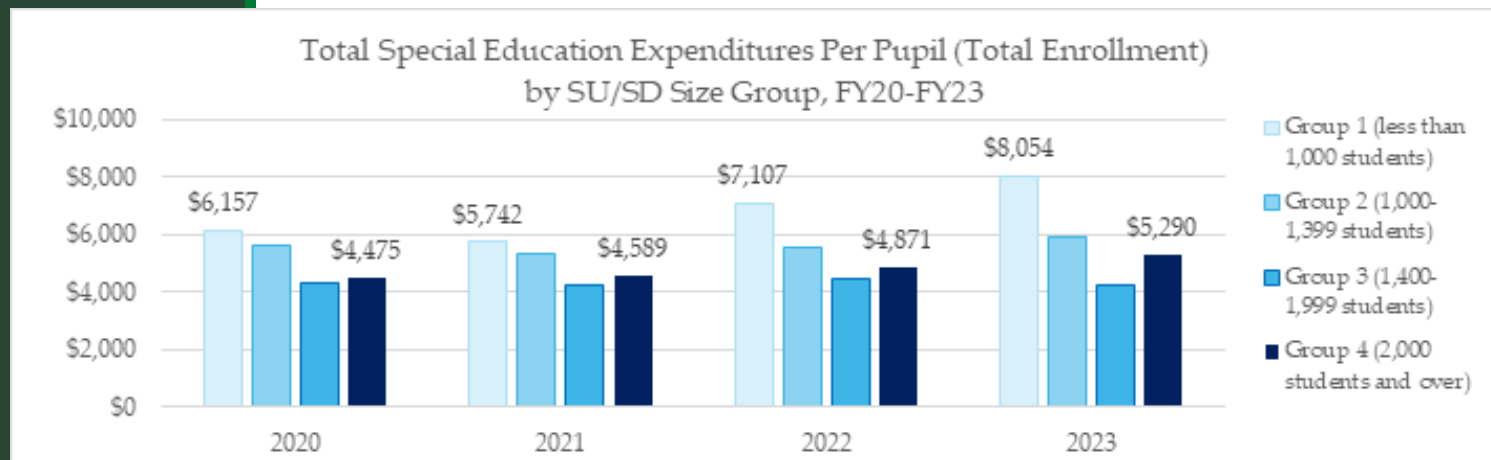
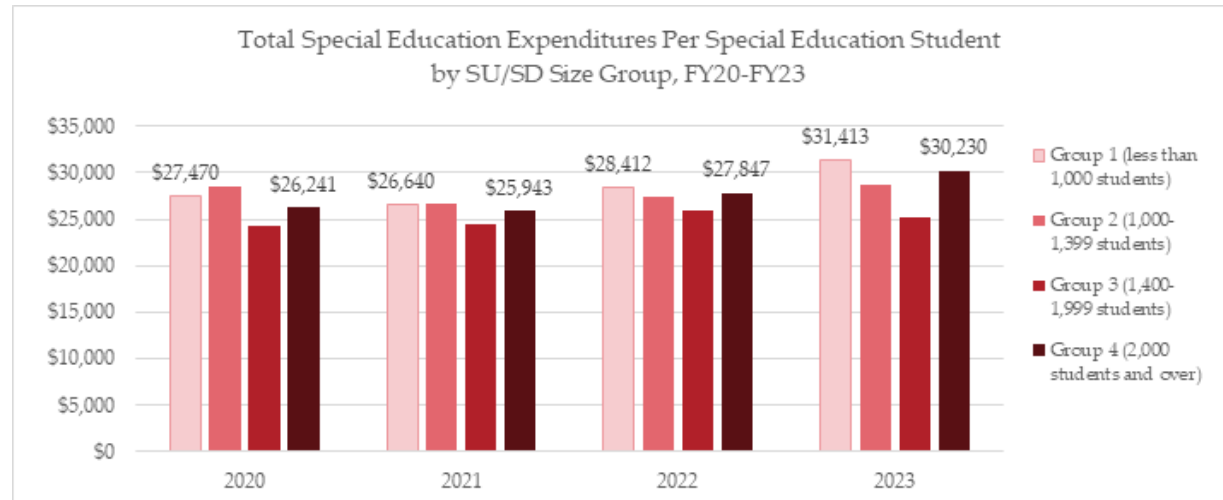
# Total Special Education Expenditures Per Pupil

\*revised from original presentation



# Total Special Education Expenditures Per Pupil by SU/SD Size

\*revised from original presentation





# What Comes Next?

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- The Agency of Education will publish the report this week following feedback from the Commission.
- The AOE is engaged in planning discussions for the September phase of the Listen and Learn where this data will help inform and shape conversations by highlighting differences in trends, patterns, comparisons, and areas we can continue to improve.
- Future Areas of Inquiry include but are not limited to
  - Comparisons by region and “like” schools
  - Provisional licenses and teacher tenure
  - Enrollment trends by specialized programs (i.e., dual enrollment, early college, etc.).
  - Correlation with social and emotional learning indicators
  - Additional budget data collection and analysis, including mental health care costs
  - Kindergarten readiness (in coordination with Pre-K committee)
  - Qualitative data collection and analysis, including a community survey and focus groups

# Feedback

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- What surprised you?
- What did you already know that this report validates?
- What questions does this raise?
  - What did you notice and wonder?
- How can this report inform the Commission's work and what additional analysis would be most helpful?