

VERMONT STATE EDUCATION PROFILE

August 30, 2024



Message from the Office of the Secretary

Dear Vermont Educators, Parents, and Community Members,

I am pleased to announce the release of the Agency of Education's inaugural State Education Profile Report. This report marks the beginning of our Listen and Learn Tour, designed to foster a data-driven dialogue about the future of public education and align the Agency's strategic plan to the state's educational priorities.

This first report provides an overview of critical data, ranging from student enrollment and academic performance to staffing levels and expenditures. By grounding our conversations in this broad spectrum of data, we aim to create a shared understanding of the current landscape and establish a solid foundation for future discussions.

While this report offers valuable insights, it is important to acknowledge its limitations and recognize the need for additional analyses and data collection to support decision-making. Future publications will explore trends by region and among "like" schools to examine variations across the state including geography, student needs, and tuitioning patterns. Subsequent reports will also include programmatic trends in areas such as pre-kindergarten, afterschool, dual enrollment, career and technical education, and early college. Additionally, whereas this report focuses on expenditures, upcoming reports will look at the sources of funding, including costs and funding associated with student mental health supports and wrap around services.

Our goal is to promote an informed, collaborative approach to shape the future of our public education system. Through the Listen and Learn Tour, we will also highlight exceptional teaching strategies and celebrate our students' achievements, building upon promising practices to enrich learning for all students across the state. We look forward to engaging with you as we explore these insights and work together to support the success of all Vermont students.

Sincerely,

Zoie W. Saunders, M.Ed.

Interim Secretary of Education

Executive Summary

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. The Agency acts as a statewide education leader and believes in working in concert with and in support of local education agencies and our partners in the field.

This Fall, the Agency 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. These conversations will be supported with relevant data to inform and enrich wide-ranging discussions around the ways state, regional and district decisions can improve educational outcomes for all students.

This state profile provides a first, high-level look at the state of education in Vermont including where we are and where we have been, so we can collectively envision where we want to go. This state profile addresses key areas including:

- Enrollment
- Demographics
- Student Outcomes
- Staffing
- Expenditures

Data in this report are presented at the state and Supervisory Union (SU)/Supervisory District (SD) level. Subsequent reports will provide a deeper dive in these areas at the regional and district levels.

How should this state profile be used? The intention of this state profile is to share statewide trends in key areas in an effort to prompt conversations and collaboratively identify areas that need further exploration. It is not intended to be used as the sole source of information for decision-making or judgement.

What should I keep in mind about the data in this state profile? Data in this report will be from varying years based upon data availability. The Agency recognizes that the definitions and sources of data may vary, so we have provided clear descriptions at the top of each data set to provide some background for the reader. In some cases, the Agency has highlighted additional considerations that are included in the specific areas. The Agency is committed to improving the consistency of the data collected and is taking steps to improve data quality and reporting.

Key Takeaways

- **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, while K-12 enrollment decreased by 14.2 percent. Much of this change occurred pre-pandemic. During this same time period, changes in total enrollment varied between SU/SDs, ranging from a decrease of 3.7 to 16.6 percent. A small number of SU/SDs did see increases in enrollment, however, the trend is decreases statewide.
- **Student Demographic Trends:** The statewide demographic picture for students is similar between 2019-20 and 2022-23. Student demographics varied widely between SU/SDs, with smaller SU/SDs as a group, on average, having higher percentages of students in special education and who are economically disadvantaged.
- **Student Outcome Trends, Assessments:** Prior to the pandemic (2015-2019), the percentage of students that were proficient and above ranged from 51-57 percent in English Language Arts (ELA), and from 34-49 percent in Math. There was variance by grade band, especially for Math. Post-pandemic (2021-2022), proficiency rates were about 10 percent lower for all grade bands and subjects, but 2022-23 results on the new Vermont Comprehensive Assessment Program appear higher than 2021-22 results (however, using a new assessment makes comparison difficult). With either assessment program, the state has recorded persistent achievement gaps when comparing subgroups (FRL, ELL and Special Education) on ELA and Math across all grade bands. Vermont student performance on the National Assessment of Educational

Progress (NAEP), while historically high in reading, has been declining since 2015, trending toward the national average.

- **Student Outcome Trends, Graduation Rates:** Looking at both 4-year and 6-year graduation rates in Vermont, rates peaked in 2018-19, at 85 and 92 percent respectively, and have remained lower post-pandemic.
- **Staffing, Staffing Levels:** Since 2019-20, the number of teachers, leaders and student services staff per 100 students has increased, meaning SU/SDs are employing a similar or higher number of staff to educate fewer students. On average, staffing levels were related to SU/SD size, with the number of staff per 100 students increasing as SU/SD size decreased. It is important to note that the infusion of federal funding to address the pandemic may have influenced the staffing levels during this time period and raises questions about the sustainability of staff levels in future years.
- **Staffing, Average Staff Salaries:** Since 2019-20, average salaries have increased for all personnel categories by 11.5 to 17.7 percent. Larger SU/SDs tended to have higher average salaries than smaller SU/SDs in most personnel categories, with differences in salaries being up to \$10,000 more, on average, for some positions (like teachers and leaders).
- **Expenditures, Total Expenditures Per Pupil (Total Enrollment):** Since FY20, statewide total expenditures per pupil, using total enrollment, has increased from \$22,782 to \$27,537; this is in part due to increased federal funding to address the impact of the pandemic. Total expenditures per pupil appears to be largely related to size, with smaller SU/SDs spending more per pupil. In addition, per pupil spending is also linked to student need, with SU/SDs with higher numbers of FRL students spending more per pupil.
- **Expenditures, Total Expenditures Per Equalized Pupil:** Statewide per pupil expenditures based on equalized pupil counts are slightly lower than those based on total enrollment (for example, \$26,579 compared to \$27,537 in FY23. Expenditures per equalized pupil shift total enrollment counts by weighting them to reflect the higher costs expected to serve PreK, elementary, middle, secondary, pupils in poverty, and students who are English language learners, . Comparing total expenditures per equalized pupil and student performance in 2022-23 found that generally higher performing, lower spending SU/SDs have lower percentages of FRL students, while lower performing, higher spending SU/SDs have higher percentages of FRL students.
- **Expenditures, Special Education Expenditures Per Pupil and Per Special Education Student:** Statewide special education expenditures in SU/SDs increased between FY20 to FY23, from \$26,032 to \$28,288 per special education student, or \$4,796 to \$5,284 per pupil (total enrollment). This increase of 10.2% compares to an increase of 20.9% for overall total expenditures and is likely due to the availability of federal pandemic relief funds. As a result, even though special education costs increased, the share of total expenditures for special education also decreased from 21.1 to 19.2%.

Vermont at a Glance

Highlights

In 2022-23, Vermont had a total public-school enrollment of 82,828 students, including prekindergarten, K-12 and adult learners. There are 288 public schools in 119 districts which are part of 52 supervisory unions/ supervisory districts (SUs/SDs). Additionally, there are 17 Career and Technical Education (CTE) centers. Outside of public schools, there are 127 approved and recognized Independent Schools and a reported 9,679 students served in independent schools of which 3,541 students are publicly tuitioned. An additional 3,505 students are served in home school settings.

National Rankings

Compared to other states, Vermont has some of the smallest schools (46th in terms of school size) and has the highest staff levels (1st in terms of the highest number of teachers and staff per 100 pupils). Vermont is 5th in terms of total expenditures per pupil. When looking at how Vermont students compare to students in other states on the National Assessment of Educational Progress (NAEP), Vermont ranks highly for reading (5th for 8th grade reading, and 11th for 4th grade reading), and towards the middle for math (21st for 8th grade math and 28th for 4th grade math).

Vermont National Rankings

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

*National Center for Education Statistics Figures for FY22 (All States and Washington, DC)

^ The Nations Report Card Figures for 2022 (All States and Washington, DC)

Public Schools (2022-23)

Area	Count
# of SU/SDs	52
# of CTE Centers	17
# of Districts	119
# of Public Schools	288
Total Enrollment (PreK, K12, and Adult Learners)	82,828
<i>Publicly Funded Students Attending Schools Out of State</i>	725

Other Settings (2022-23)

Area	Count
# of Approved and Recognized Independent Schools	127
Independent School Enrollment	9,679
<i>Publicly Tuitioned Students Attending Independent Schools</i>	3,541
Home Study Enrollment	3,505

Compared to other states, Vermont has very small schools, the highest staffing levels, and high expenditures per pupil. Vermont's students demonstrate high performance in reading and more average performance in math.

Enrollment

Data Sources: Data for this section include enrollment and home study student count data provided to AOE by SU/SDs and are aggregated to the SU/SD. Independent school enrollment is self-reported data from each individual school.

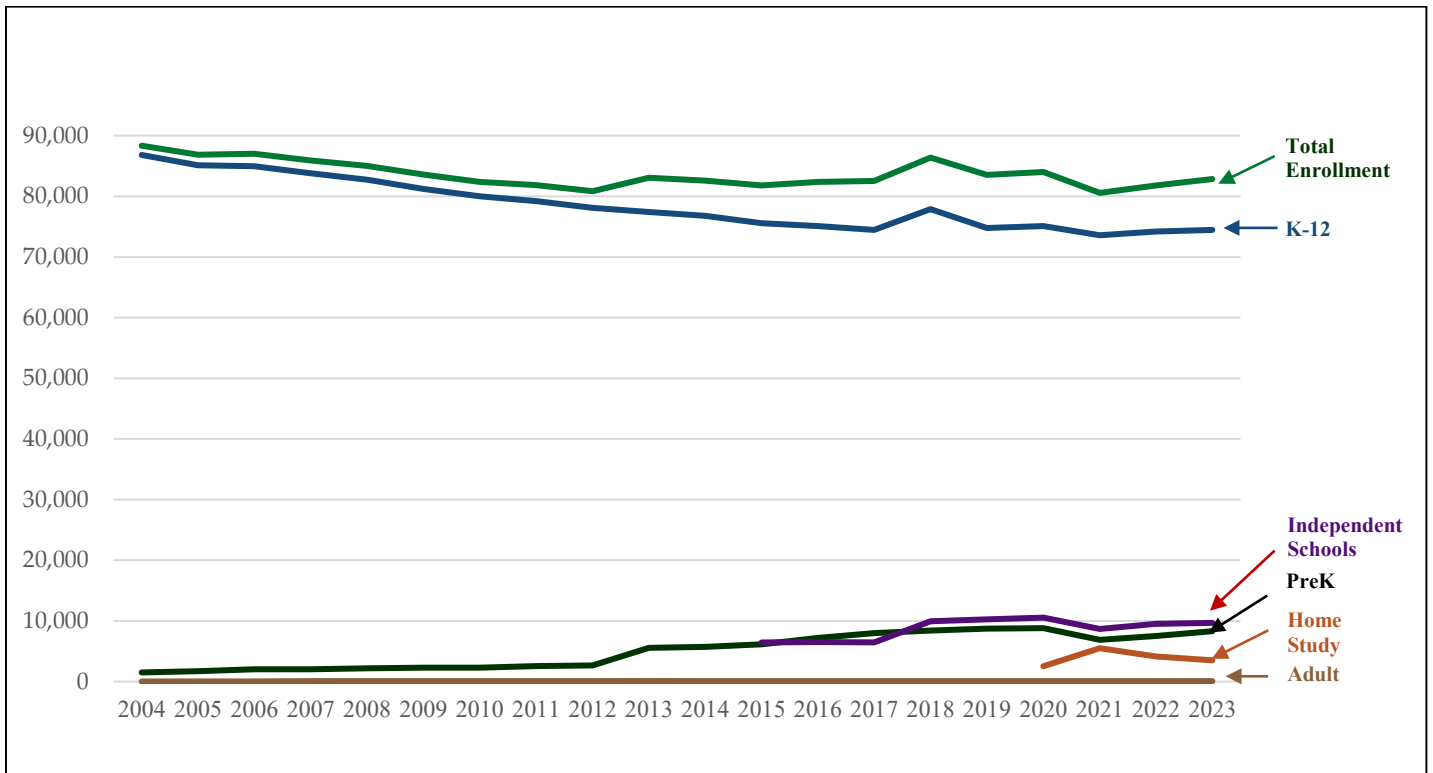
Definitions: *Total Enrollment:* includes prekindergarten through 12th grade and adult education students for each SU/SD. Enrollment is measured on October 1 of each school year. This definition may differ from other “enrollment counts” in other sections of this report and other publicly available enrollment data because (1) PreK and adult learners are included, and (2) other enrollment counts may have been collected on a different date other than October 1. *Independent Schools:* includes students reported as attending an approved and recognized non-public school. *Home Study:* includes students taught at home and not attending a public or independent school.

Statewide Enrollment Trends

Total enrollment (including prekindergarten, K-12 and adult) in Vermont public schools has declined between 2003-04 and 2022-23, from 88,343 students to 82,828 students, for an overall decline of 6.2 percent. The decline in K-12 was 14.2 percent and was partially offset by an increase in the number of prekindergarten students served (up to 8,319 prekindergarten students in 2022-23 from 1,507 prekindergarten students in 2003-04); much of this change occurred pre-pandemic. The number of adult learners served has fluctuated but is less than 100 adult learners in any given year. Between 2018-2019 and 2022-2023 the number of students in home school settings has increased by 38.8 percent since 2019-20 (pre-pandemic), although the total number remains less than 3,600 students. Enrollment in independent schools increased from 6,457 students in 2014-15, to a peak of 10,544 students in 2019-20, then declining by 8.2 percent to 9,679 in 2022-23.

Between 2003-04 and 2022-23, overall total enrollment (including prekindergarten, K-12 and adult) in Vermont public schools decreased by 6.2 percent, while K-12 enrollment decreased by 14.2 percent. Much of this change occurred pre-pandemic.

Figure 1: Statewide Enrollment 2003-04 to 2022-23



Statewide Total Enrollment (2003-04 to 2022-23)

Year	Total Enrollment	PreK Enrollment	K-12 Enrollment	Adult Enrollment	Home Study Enrollment	Independent School Enrollment
2003-04	88,343	1,507	86,815	21	No Data	No Data
2012-13	83,066	5,540	77,430	96	No Data	No Data
2019-20	84,007	8,810	75,117	80	2,525	10,544
2022-23	82,828	8,319	74,449	60	3,505	9,679

Statewide Enrollment Percent Change Over Time

Time Frame	Total Enrollment	PreK Enrollment	K-12 Enrollment	Adult Enrollment	Home Study Enrollment	Independent School Enrollment
Since 2003-04	-6.2%	452.0%	-14.2%	185.7%	No Data	No Data
Over Past 10 Years	-0.3%	50.2%	-3.8%	-37.5%	No Data	No Data
Post-Pandemic	-1.4%	-5.6%	-0.9%	-25.0%	38.8%	-8.2%

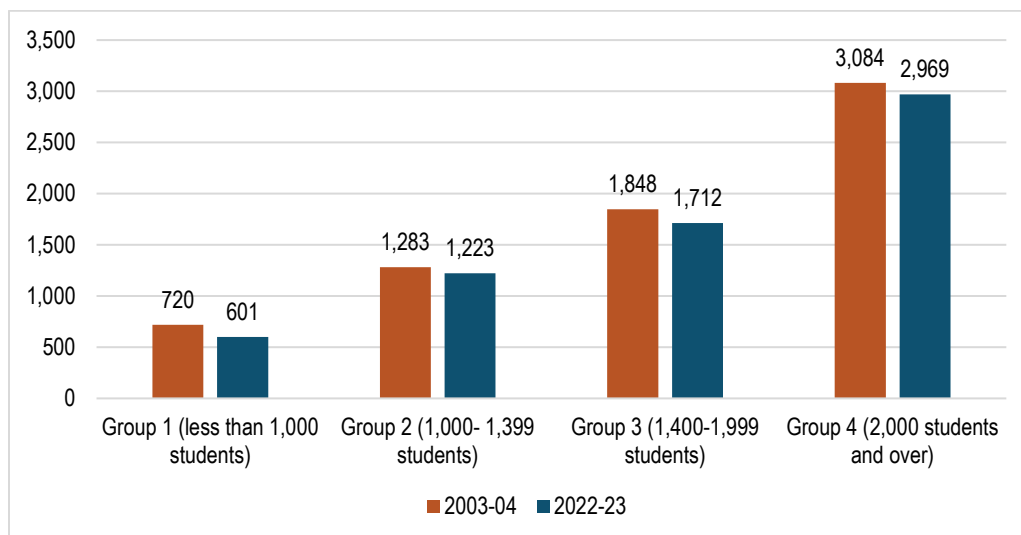
Considerations: Changes in prekindergarten enrollment likely reflect increases in availability of PreK spots and not increases in the numbers of students in that age group; independent schools are not subject to the same requirements for enrollment reporting and data may be incomplete.

SU/SD Enrollment Trends

To look more closely at changes in total enrollment between 2003-04 and 2022-23, the data was disaggregated at the SU/SD level by grouping SU/SDs into four roughly equal-sized groups (12-14 SU/SDs per group) based on their total enrollment in 2022-23. SU/SDs ranged in size from 110 to 4,427 students in 2003-04, compared to a range of 70 to 3,972 students in 2022-23. Changes in total enrollment ranged from a decrease of 3.7 to 16.6 percent, with SU/SDs in the smallest size group experiencing the largest decreases in total enrollment, on average. Not all SU/SDs experienced declining enrollment, however; 12 out of 52 SU/SDs increased enrollment during this time period. There are maps of SU/SD enrollment and enrollment change available in the appendix, and regional patterns will be examined in subsequent reporting.

Between 2003-04 and 2022-23, changes in total enrollment varied between SU/SDs, ranging from an average decrease of 3.7 to 16.6 percent.

Figure 2: Average SU/SD Total Enrollment by Size Group, 2003-04 Compared to 2022-23



Considerations: The configuration of SU/SDs may have changed during this time period due to consolidation following Act 46 in 2015 which incentivized districts to become part of unified union school districts.

Student Demographics

Data Sources: Data for this section include student characteristic data provided to AOE by districts, aggregated to the SU/SD level. This data set includes students eligible for free and reduced-price lunch and English Language Learners by SU/SD along with a database of students with an individualized education plan (IEP) for each SU. This information is collected at the end of the school year.

Definitions: *Free and Reduced Price Lunch (FRL) students:* include students whose families generally make below 185% of the federal poverty line. *English Language Learners:* includes students whose first language is not English and whose lack of proficiency provides barriers to success. *Special Education students:* include students on individualized education plans who generally receive additional services to ensure success.

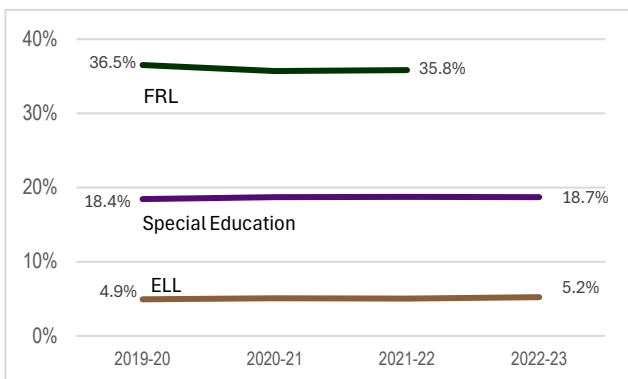
Student Demographic Trends

Between 2019-20 and 2022-23, student demographics were fairly consistent with a similar percentage of special education students and English Language Learners (ELLs). Between 2019-20 and 2021-22, the percentage of economically disadvantaged students, based on receiving free and reduced-price lunch (FRL), was also similar (around 36 percent of students). This percentage appears to have declined in 2022-23; however, this difference likely does not reflect a change in student need but is instead due to the availability of universal free meals and administrative changes in how students qualify for services, which lead to fewer families submitting FRL applications. As such, 2022-23 FRL data is not reliable for looking at change over time and is excluded from trend analysis. Looking at 2022-23 information at the SU/SD level, student demographics varied widely between SU/SDs. The range in percentage of FRL students is 8.3 to 60.9 percent for special education the range is 10.5 to 47.5 percent; and for ELLs the range is 0 to 34.5 percent. Examining 2022-23 student demographics by SU/SD size group demonstrates that small SU/SDs, on average, have higher percentages of FRL and special education students; there is no pattern for ELL as populations are concentrated in a limited number of SUs/SUs. Regional patterns will be analyzed in subsequent reporting.

The statewide student demographic picture in SU/SDs is similar between 2019-20 and 2022-23.

Demographics varied widely between SU/SDs, with smaller SU/SDs as a group, on average, having higher percentages of students in special education and who are economically disadvantaged.

Figure 3: Student Demographics, 2019-20 to 2022-23

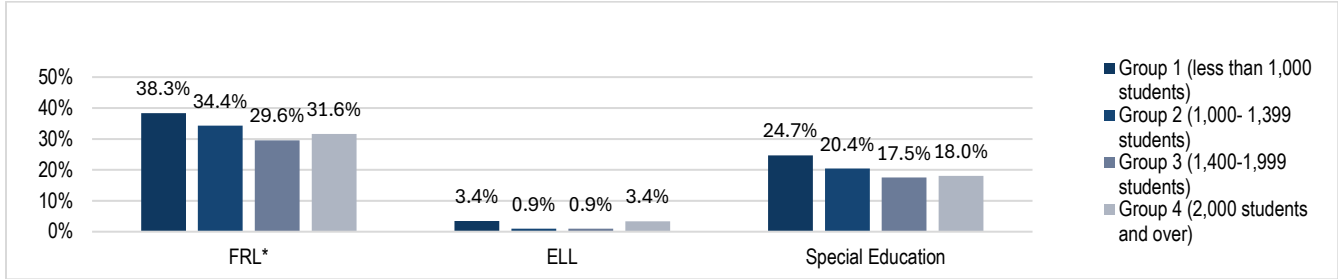


FRL	2019-20	2020-21	2021-22	2022-23
State Average	36.5%	35.7%	35.8%	32.1%*
SU/SD Range	13.1-61.6%	9.5-58.8%	10.7-62.1%	8.3- 60.9%*

Special Education	2019-20	2020-21	2021-22	2022-23
State Average	18.4%	18.7%	18.7%	18.7%
SU/SD Range	10.3-39.4%	10.3-36.8%	10.7-46.4%	10.5-47.5%

ELL	2019-20	2020-21	2021-22	2022-23
State Average	4.9%	5.1%	5.0%	5.2%
SU/SD Range	0.0-39.5%	0.0-35.8%	0.0-33.3%	0.0-34.4%

Figure 4: Average SU/SD Student Demographics by Size Group, 2022-23



Considerations: *2022-23 FRL data should be interpreted with caution as it may not reflect actual change in student need over time and was not collected consistently between SU/SDs due to reasons described above. The Agency is working to develop a consistent, stable measure of poverty.

Student Outcomes

Data Sources: State assessment data for this section include test scores for the 2015-16, 2016-17, 2017-18, 2018-19, 2021-22 and 2022-23 school years. Due to the pandemic, testing data was not available in 2019-20 and not representative in 2020-21 given the lower number of students that were assessed. Vermont used Smarter Balanced Assessments for the 2015-16 through 2021-22 years and the Vermont Comprehensive Assessment Program for 2022-23. Graduation data for this section include four- and six-year graduation rates for the state as reported by districts. National Assessment of Educational Progress (NAEP) assessment data from the Nations Report Card Figures for 2015-2022 (All States and Washington, DC)

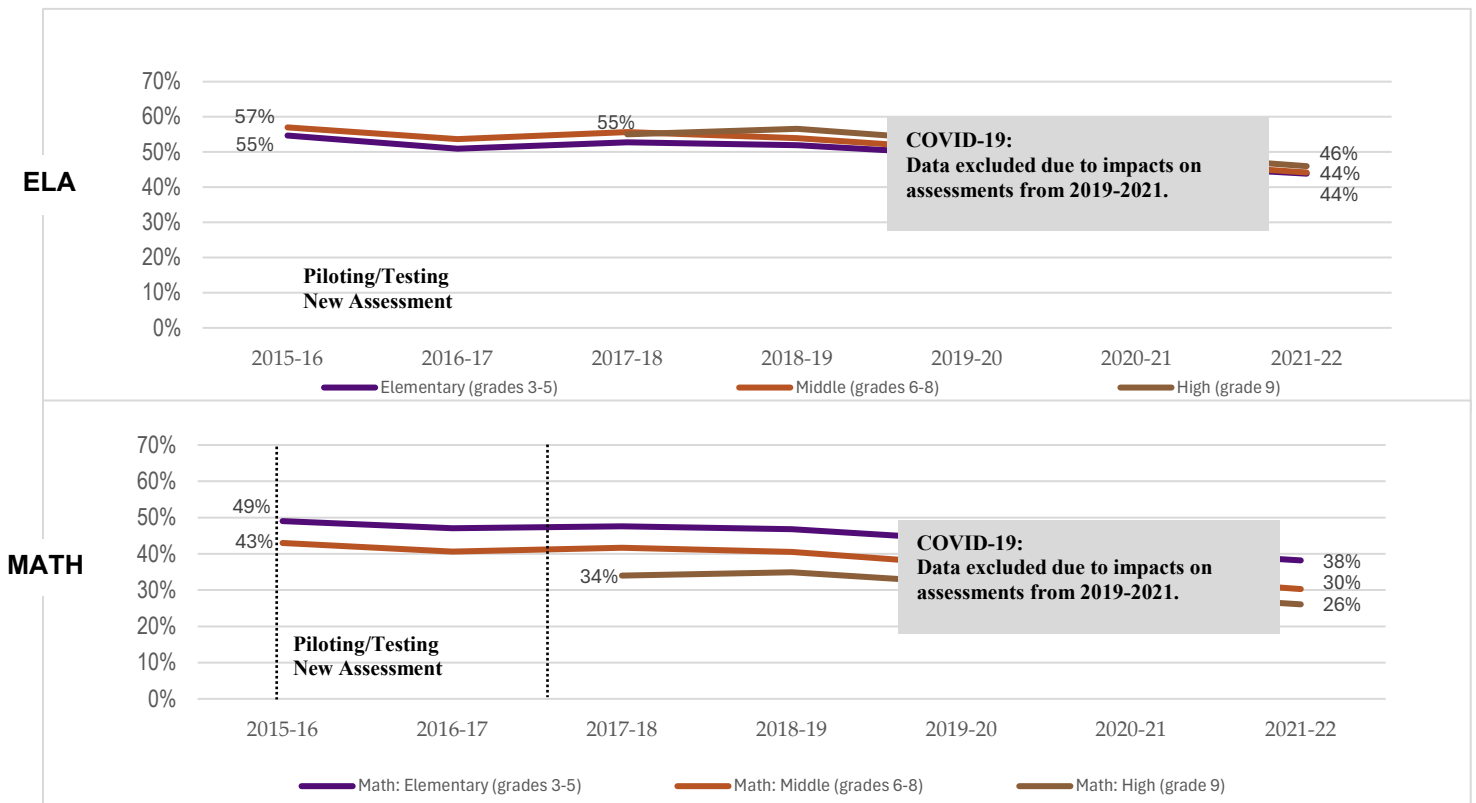
Definitions: *Performance figures:* percentage of students who scored proficient or advanced on each test. Data are disaggregated for FRL, ELL and special education students. *Graduation rates:* include the percentage of students graduating within either four or six years of starting high school.

2015-2022 Smarter Balanced Assessment Result Trends

Looking at Smarter Balanced Assessment results prior to the pandemic, the percentage of students proficient or above on the ELA assessment ranged from 51-57 percent with minor variation by grade band. Pre-pandemic Math proficiency rates varied more significantly by grade band—on average 48 percent for elementary grades, 42 percent for middle grades, and 35 percent for the high school grades. Assessments were not administered in 2019-20 and not administered consistently in 2020-21 due to the pandemic and the interruption in learning. In the first more typical administration of the prior assessment post-pandemic, declines were observed at all grade bands (roughly a 10-percent decline in all grade bands and subjects).

Prior to the pandemic, the percentage of students that were proficient and above ranging from 51-57 percent in ELA, and from 34-49 percent in Math, varying by grade band, especially for Math. Post-pandemic, proficiency rates were about 10 percent lower for all grade bands and subjects.

Figure 5: Statewide Proficiency or Above in ELA and Math, 2015-16 to 2021-22



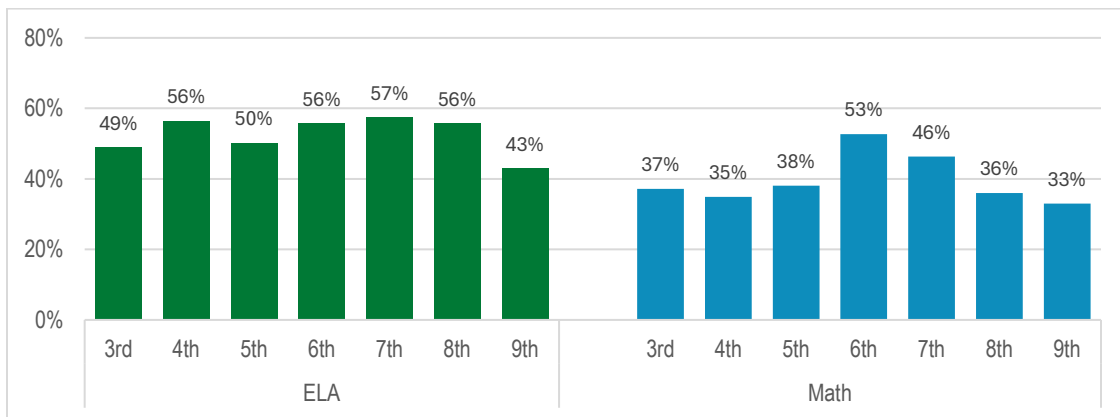
Considerations: Assessments results have been combined across grades to simplify data visualizations, but it is important to remember that each grade's assessment is unique.

2022-23 Vermont Comprehensive Assessment Program Results

The new Vermont Comprehensive Assessment Program (VCAP) was put into place in 2022-23, which poses challenges to comparing to prior results. Looking at these results distinct from the prior assessment, the proficiency rates of students in ELA ranged from 43 to 57 percent and 33-53 percent in Math by grade.

2022-23 results on the new Vermont Comprehensive Assessment Program appear higher than 2021-22 results, but on a new assessment which makes comparison difficult.

Figure 6: Statewide Student Proficiency on Vermont Comprehensive Assessment Program by Subject and Grade, 2022-23



Assessment Results by Subgroup Trends

Looking at performance by subgroup in 2018-19 on the Smarter Balanced Assessment and in 2022-23 on the VCAP, there are persistent achievement gaps for FRL, ELL and Special Education students compared to all students. These differences vary by year and by grade band, but are roughly a 20-percent gap for FRL students and an over 30 percent gap for ELL and Special Education students.

On either assessment, there are persistent achievement gaps when comparing subgroups (FRL, ELL and Special Education) on ELA and Math assessments across grade bands.

Figure 7: Statewide Student Proficiency by Subgroup in ELA, 2018-19, and 2022-23

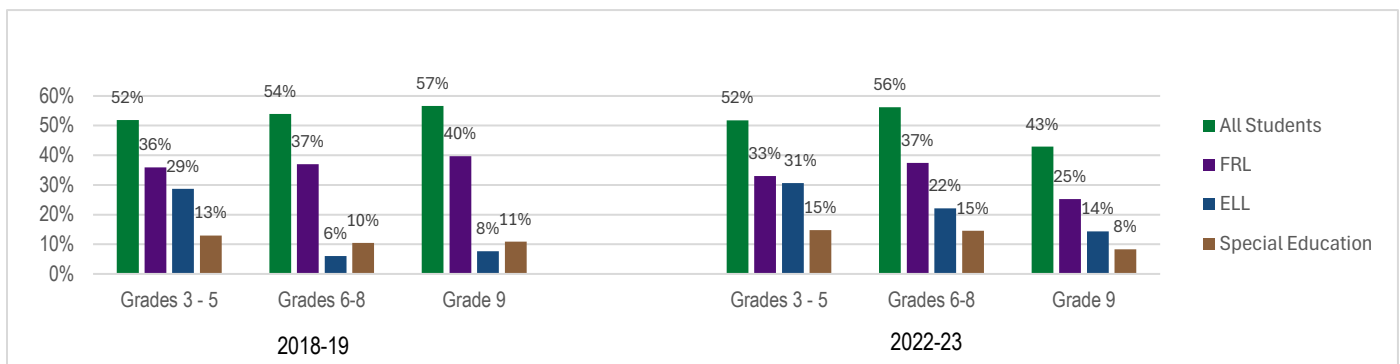
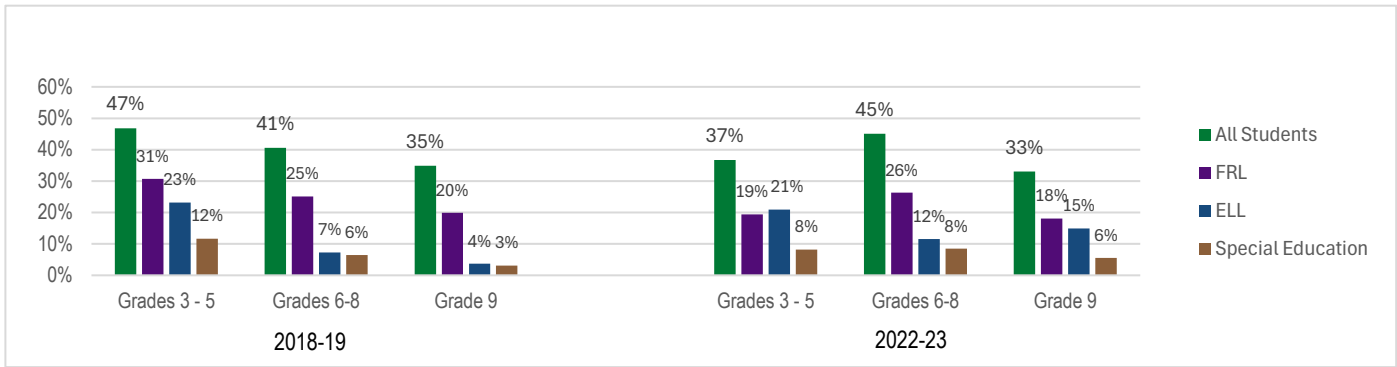


Figure 8: Statewide Student Proficiency by Subgroup in Math, 2018-19 and 2022-23



National Assessment of Educational Progress (NAEP) Trends

The National Assessment of Educational Progress (NAEP) is the only assessment given to students nationally that allows for comparison across states. The NAEP is administered to a sample of students in each state every two years, with a one-year delay due to the pandemic (given in 2022 instead of 2021). In 2015, Vermont students outperformed the national average and the average for the northeast region, in 4th and 8th grade reading, and 8th grade math; in 4th grade math Vermont student performance was higher than the national average, but the same as the average for other states in the northeast region. Vermont student performance has declined since then with the decline starting prior to the pandemic. In 2022, Vermont student performance was still above the national average, but by a narrow margin. Compared to the northeast region, Vermont performance was similar for 4th and 8th grade reading, and lower for 4th and 8th grade math.

Vermont student performance on the NAEP was higher than other states in 2015, but has been declining since then to be more similar to the national average.

Figure 9: Comparison of Student Performance on NAEP Reading, 2015-2022

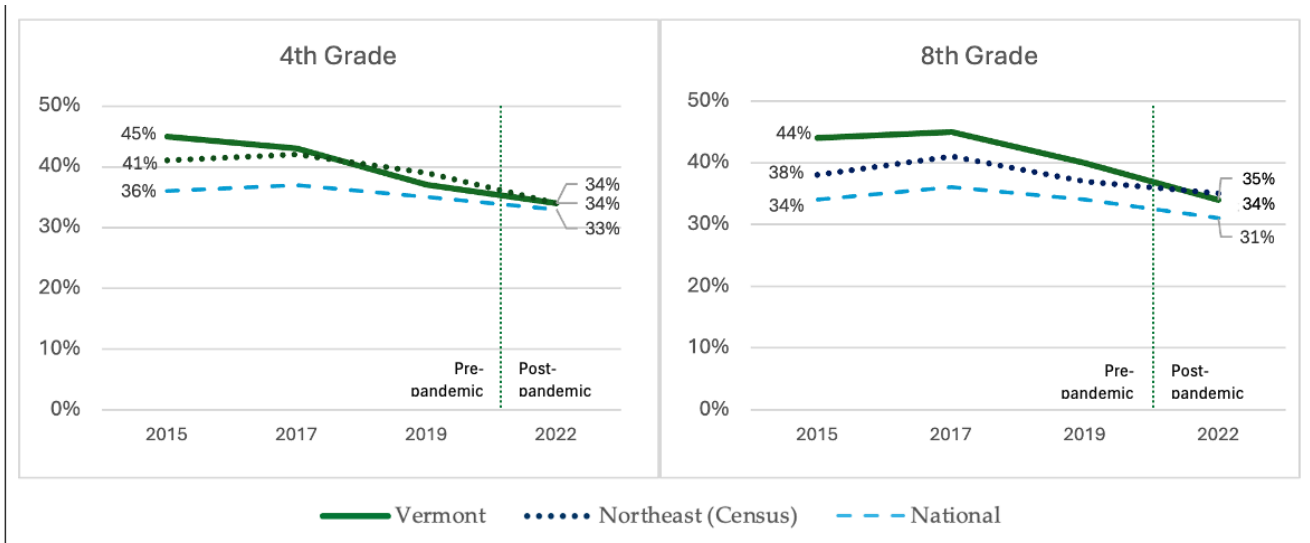
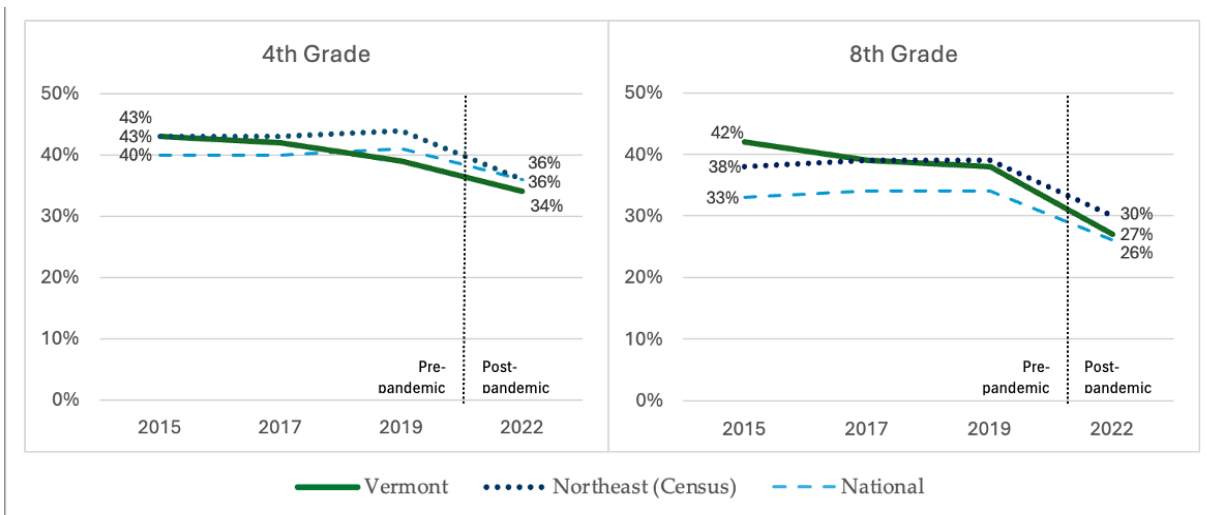


Figure 10: Comparison of Student Performance on NAEP Math, 2015-2022

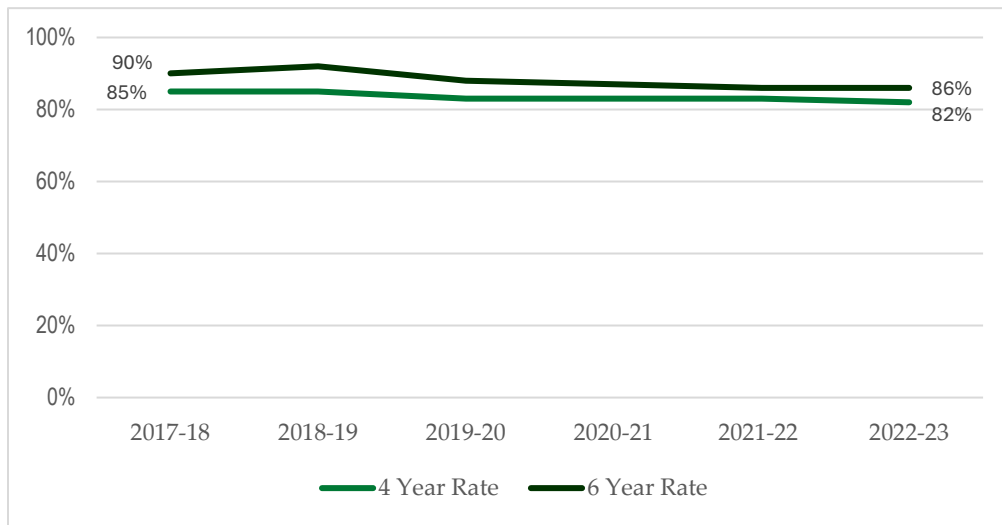


Graduation Rate Trends

In 2017-18, Vermont’s 4-year graduation rate was 85 percent, and its 6-year graduation rate was 90 percent. Graduation rates appeared to peak in 2018-19 before declining, beginning in 2019-20. In 2022-23, the 4-year graduation rate was 83 percent, and the 6-year graduation rate was 86 percent; both rates were lower than previous years. Graduation rates may be impacted by coding issues for a subset of students enrolled in early college, likely impacting rates more at the SU/SD level.

Looking at both 4-year and 6-year graduation rates in Vermont, both peaked in 2018-19, and have remained lower post-pandemic.

Figure 11: Statewide Graduation Rates, 2017-18 to 2022-23



Year	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%

Staffing

Data Sources: Data for this section include staffing and salary information provided to AOE by districts, aggregated to the SU level. The database includes FTE and salaries by generalized staffing categories.

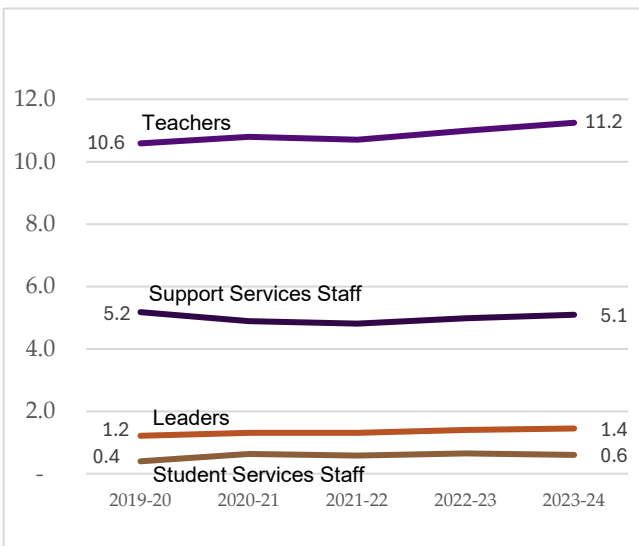
Definitions: *Per 100 figures:* calculated as total staff FTE in a personnel category divided by student enrollment times 100. *Average Salaries:* represent the total salary paid to a personnel category divided by the total FTE in that personnel category. Average salaries do not include benefits. *Teachers:* includes all teaching staff. *Leaders:* include all school and district administrators including principals and superintendents. *Student Services:* includes a range of staff including guidance counselors, school nurses, nurse’s aides, librarians, and library support staff. *Support Services:* include school psychologists, physical therapists, interventionists, clerical staff, and maintenance and security staff.

Staffing Level Trends

Since 2019-20, staffing levels, as measured by the average number of staff per 100 students, have increased for the personnel categories of teachers (10.6 to 11.2 teachers per 100 students), leaders (1.2 to 1.4 leaders per 100 students), and student service staff (0.4 to 0.6 student service staff members per 100 students). Staffing levels for support services have decreased slightly from 5.2 to 5.1 support service staff members per 100 students. Looking specifically at 2023-24, on average, staffing levels increased in most categories as SU/SD size decreased due to a lack of economies of scale.

Since 2019-20, the number of teachers, leaders and student service staff per 100 students has increased. On average, staffing levels were related to SU size, with the number of staff per 100 students increasing as SU size decreased.

Figure 11: Statewide Average Staff per 100 Students, 2019-20 to 2023-24



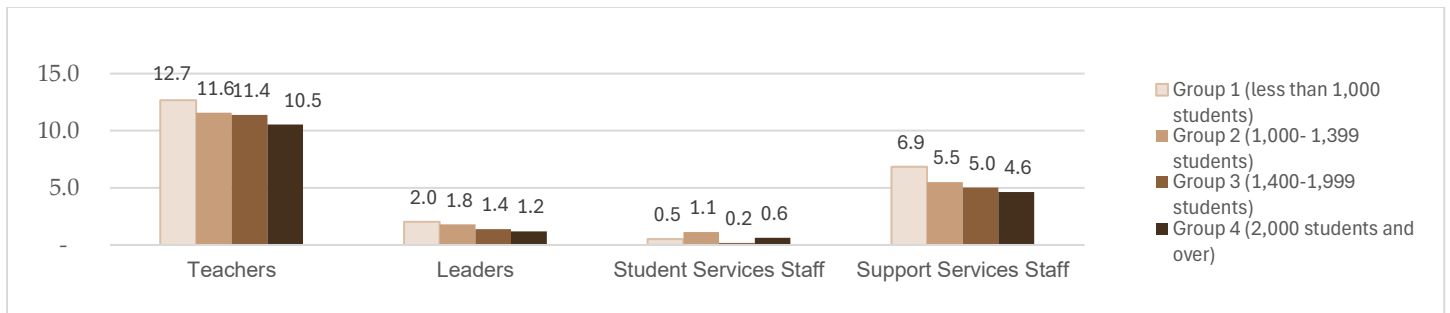
Teachers	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	10.6	10.8	10.7	11.0	11.2
SU/SD Range	7.1-14.5	7.5-16.6	7.4-17.4	8.5-17.9	8.6-17.7

Leaders	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	1.2	1.3	1.3	1.4	1.4
SU/SD Range	0.5-3.4	0.5-3.7	0.4-5.0	0.4-4.8	0.4-4.8

Student Services Staff	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	0.4	0.6	0.6	0.7	0.6
SU/SD Range	0-6.3	0-7.6	0-6.3	0-9.1	0-8.3

Support Services Staff	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	5.2	4.9	4.8	5.0	5.1
SU/SD Range	2.3-9.1	1.3-16.2	1.3-17.5	1.0-17.0	1.2-13.9

Figure 12: Average SU/SD Staff Per 100 Students by Size Group, 2023-24



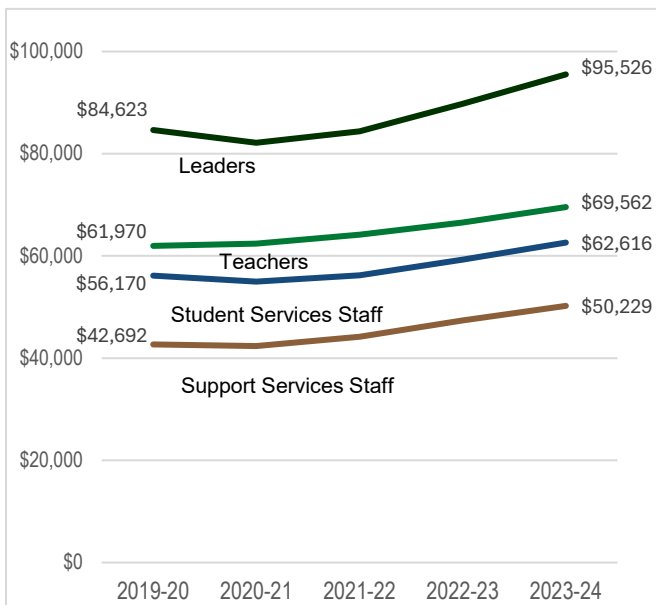
Considerations: changes in the number of staff members per 100 students may be due to additional positions hired, but in some instances could also be impacted by declining enrollment with the same number of staff serving fewer students.

Average Staff Salary Trends

Since 2019-20, average salaries have increased for all personnel categories. Average salaries for teachers increased from \$61,970 to \$69,562 (12.2 percent); for leaders from \$84,623 to \$95,526 (12.9 percent); for student services staff from \$56,170 to \$62,616 (11.5 percent); and for support services staff from \$42,692 to \$50,229 (17.7 percent). Overall, as well as year-to-year, the greatest increases were seen in support service staff salaries. Average salaries ranged by SU/SDs and larger SU/SDs, on average, had higher salaries for most personnel categories compared to smaller settings.

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.

Figure 13: Average Salaries by Staff Category, 2019-20 to 2023-24



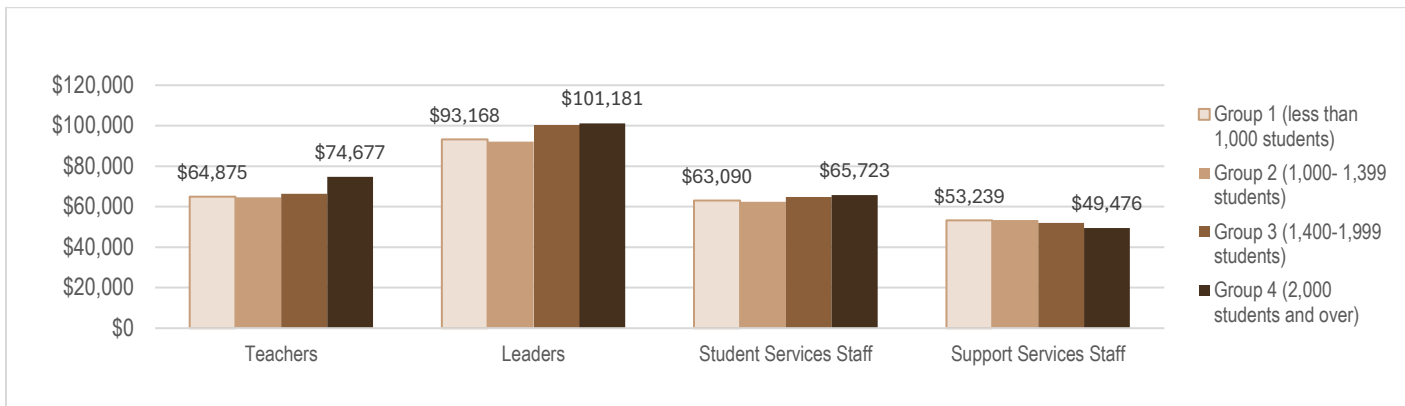
Teachers	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	\$61,970	\$62,393	\$64,162	\$66,536	\$69,562
SU/SD Range	\$44,191-\$81,094	\$40,786-\$80,212	\$36,120-\$88,303	\$52,067-\$99,390	\$44,862-\$88,329

Leaders	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	\$84,623	\$82,149	\$84,359	\$89,755	\$95,526
SU/SD Range	\$41,705-\$124,042	\$48,250-\$149,751	\$45,884-\$124,498	\$53,470-\$123,707	\$52,503-\$125,727

Student Services Staff	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	\$56,170	\$54,977	\$56,220	\$59,304	\$62,616
SU/SD Range	\$36,239-\$153,207	\$34,461-\$81,399	\$35,537-\$80,635	\$37,585-\$84,976	\$39,945-\$88,860

Support Services Staff	2019-20	2020-21	2021-22	2022-23	2023-24
State Average	\$42,692	\$42,368	\$44,204	\$47,363	\$50,229
SU/SD Range	\$34,420-\$53,417	\$27,287-\$54,801	\$31,242-\$59,499	\$31,705-\$56,253	\$30,197-\$100,511

Figure 14: Average SU/SD Salaries by Size Group, 2023-24



Considerations: salary variation may also reflect the mix and experience of staff that are categorized in each group.

Expenditures

Data Sources: Data for this section include expenditure data reported by districts to AOE, aggregated to the SU level. Data include all expenditures and the source of those expenditures.

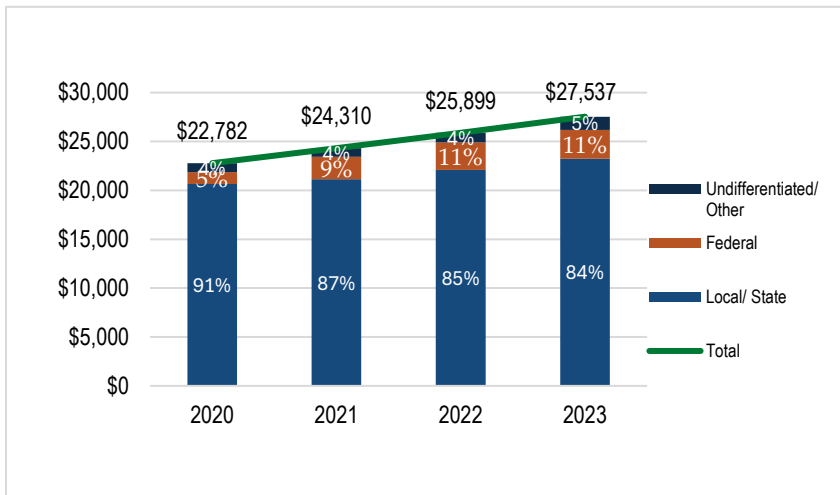
Definitions: *Total Expenditures:* total spending from all sources, which include local, state, federal and other funds, excluding duplicated expenditures. *Total Enrollment vs Equalized Pupils:* total enrollment includes total, unweighted prekindergarten, K-12 and adult counts, while equalized pupils inflates those total counts by weighting them to reflect the higher costs expected to serve PreK, elementary, middle, secondary, pupils in poverty, and students who are English language learners. *Fiscal Year (FY):* the financial year that expenses occur, which may differ from the date range of the school year (such as a fiscal year being July 1-June 30). *Average SY20-22 FRL %:* knowing that the 2022-23 data is inconsistent due to universal meals and other changes for qualifying students, the final charts use a three-year average FRL percentage.

Expenditures Per Pupil (Total Enrollment) Trends

Since FY20, statewide total expenditures per pupil, using total enrollment, have increased from \$22,782 to \$27,537; this is in part due to increased federal funding to address the impact of the pandemic (expenditures from federal sources were \$1,233 per student in FY20, increasing to \$2,960 in FY23). Per pupil expenditures varied by SU/SD, with significantly higher expenditures on a per pupil basis observed in the smallest SU/SD settings. Looking more closely at the relationship between per pupil total expenditures and total enrollment in Vermont, FY23 data largely reflects an expected “J-curve” pattern, with increased expenditures as enrollment size decreases. Where enrollment size is similar, in most instances (but not all), the setting with a higher FRL percentage has higher expenditures.

Since FY20, statewide total expenditures per pupil, using total enrollment, has increased from \$22,782 to \$27,537; this is in part due to increased federal funding to address the impact of the pandemic. Total expenditures per pupil appears to be largely related to size of setting, as well as FRL.

Figure 15: Statewide Total Expenditures Per Pupil (Total Enrollment), FY20-23



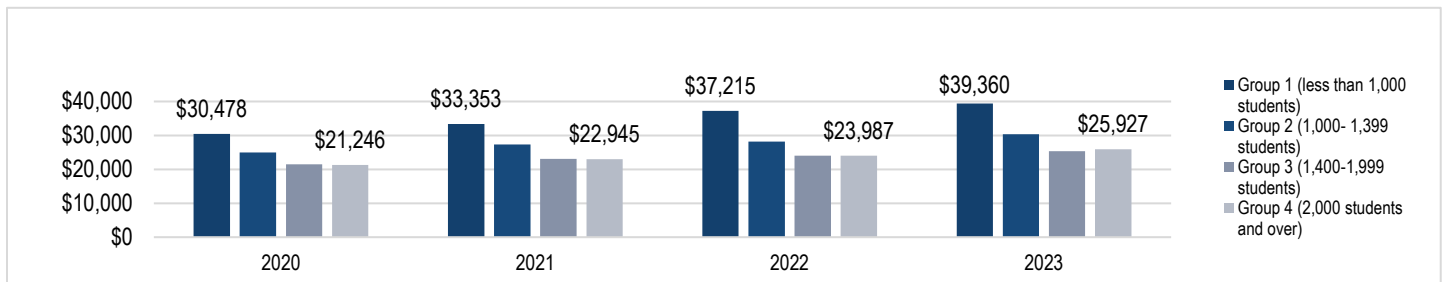
Statewide Total Expenditures Per Pupil (Total Enrollment) by Source, FY20-23

Year	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

SU/SD Total Expenditures Per Pupil (Total Enrollment) by Source, FY20-23

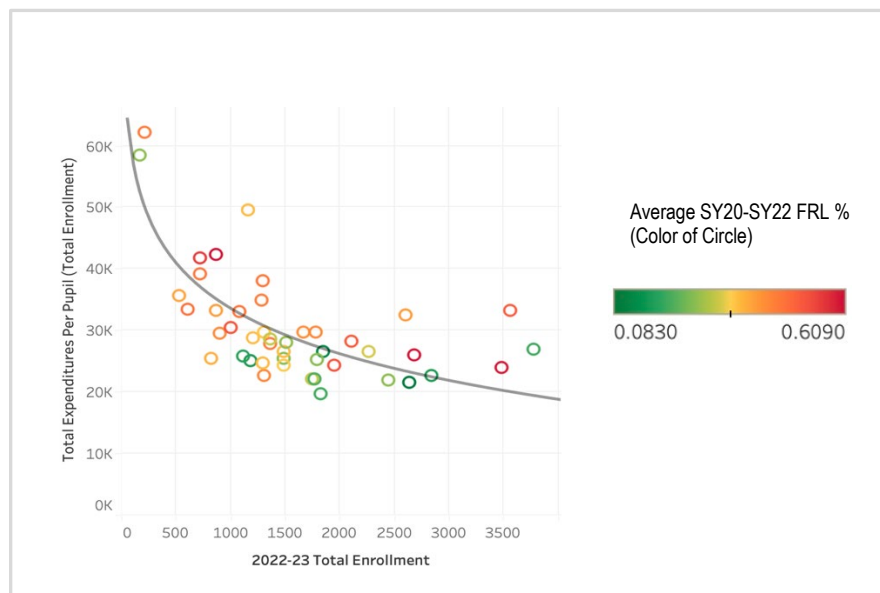
Year	SU/SD Average	SU/SD Median	SU/SD Range
2020	\$24,494	\$23,845	\$15,807- 51,122
2021	\$26,625	\$24,895	\$17,390-49,439
2022	\$28,263	\$26,107	\$17,044- 62,761
2023	\$30,158	\$27,490	\$19,709- 62,194

Figure 16: Average Total Expenditures Per Pupil (Total Enrollment) by Size Group, FY20-23



Considerations: total expenditures include capital and debt service and exclude duplicated expenditures. SU/SD minimums and maximums should be interpreted with caution due to potential data discrepancies in interstate SU/SDs or SU/SDs with a high out-of-state enrollment.

Figure 17: FY23 Total Expenditures Per Pupil (Total Enrollment) vs. FY23 Total Enrollment

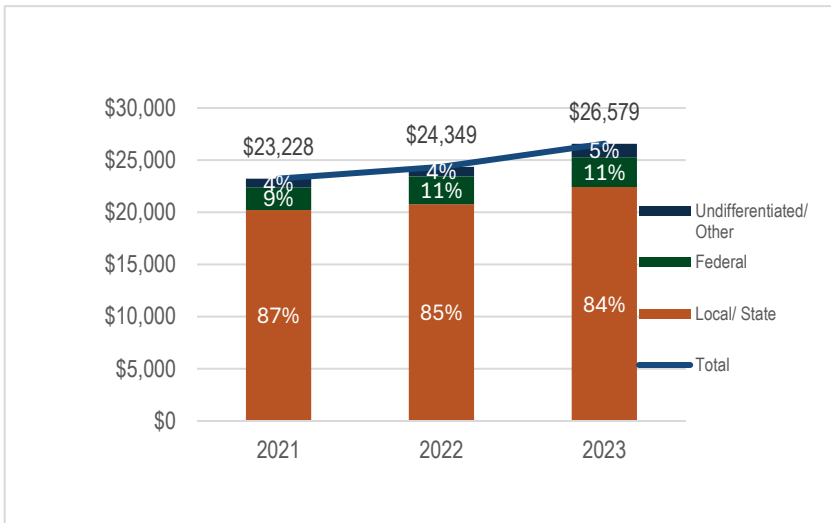


Expenditures Per Equalized Pupil Trends

Looking at the same expenditure information in terms of equalized pupil, shows a slightly lower level of per pupil expenditure, but a similar increase between FY21-23 (from \$23,228 to \$26,579). Again, this was in part due to the availability of pandemic-related federal funding. While differences in expenditures per equalized pupil by SU/SD size groups are compressed compared to per pupil figures using total enrollment (as the equalized pupil count weights the number of students by different factors), meaningful differences are still present. The last chart presents the relationship between total expenditures per equalized pupil and student performance in 2022-23 while also highlighting student need (as measured by FRL). Generally, higher performing, lower spending SU/SDs have lower FRL percentages, while lower performing, higher spending SU/SDs have higher FRL percentages.

Statewide per pupil expenditures based on equalized pupil counts are slightly lower than based on total enrollment. Comparing total expenditures per equalized pupil and student performance in 2022-23 found that generally higher performing, lower spending SUs have lower FRL percentages, while lower performing, higher spending SUs have higher FRL percentages.

Figure 18: Statewide Total Expenditures Per Equalized Pupil, FY21-23



Statewide Total Expenditures Per Equalized Pupil by Source, FY21-23

Year	Local/State	Federal	Undiff./Other	Total
2021	\$20,209	\$2,184	\$835	\$23,228
2022	\$20,770	\$2,661	\$918	\$24,349
2023	\$22,426	\$2,857	\$1,296	\$26,579

SU/SD Total Expenditures Per Equalized Pupil by Source, FY21-23

Year	SU/SD Average	SU/SD Median	SU/SD Range
2021	\$23,315	\$23,028	\$15,341-42,441
2022	\$25,092	\$24,472	\$15,541-53,644
2023	\$27,091	\$26,600	\$18,516-44,222

Figure 19: Average SU/SD Total Expenditures Per Equalized Pupil by Size Group, FY21-23

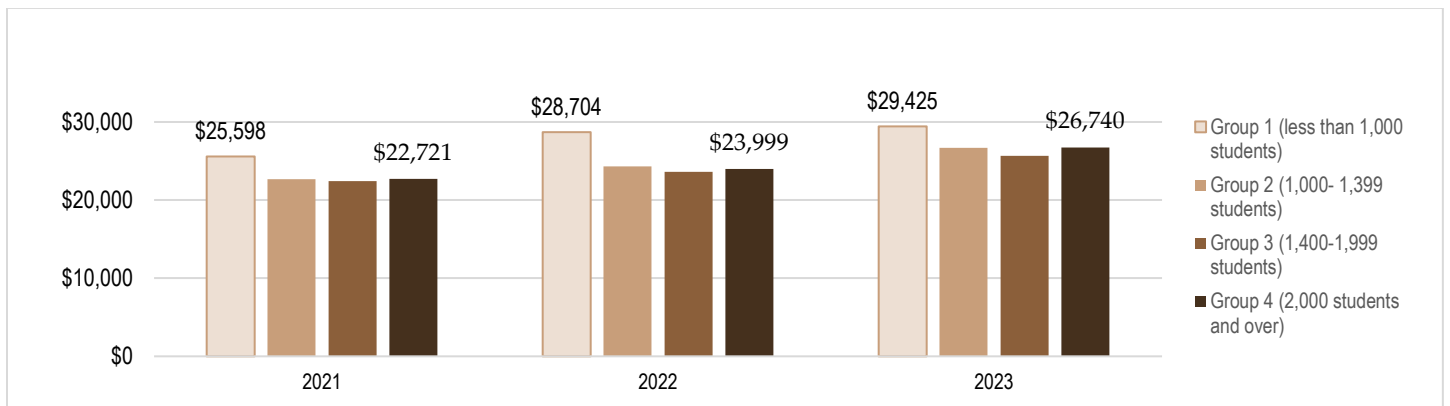
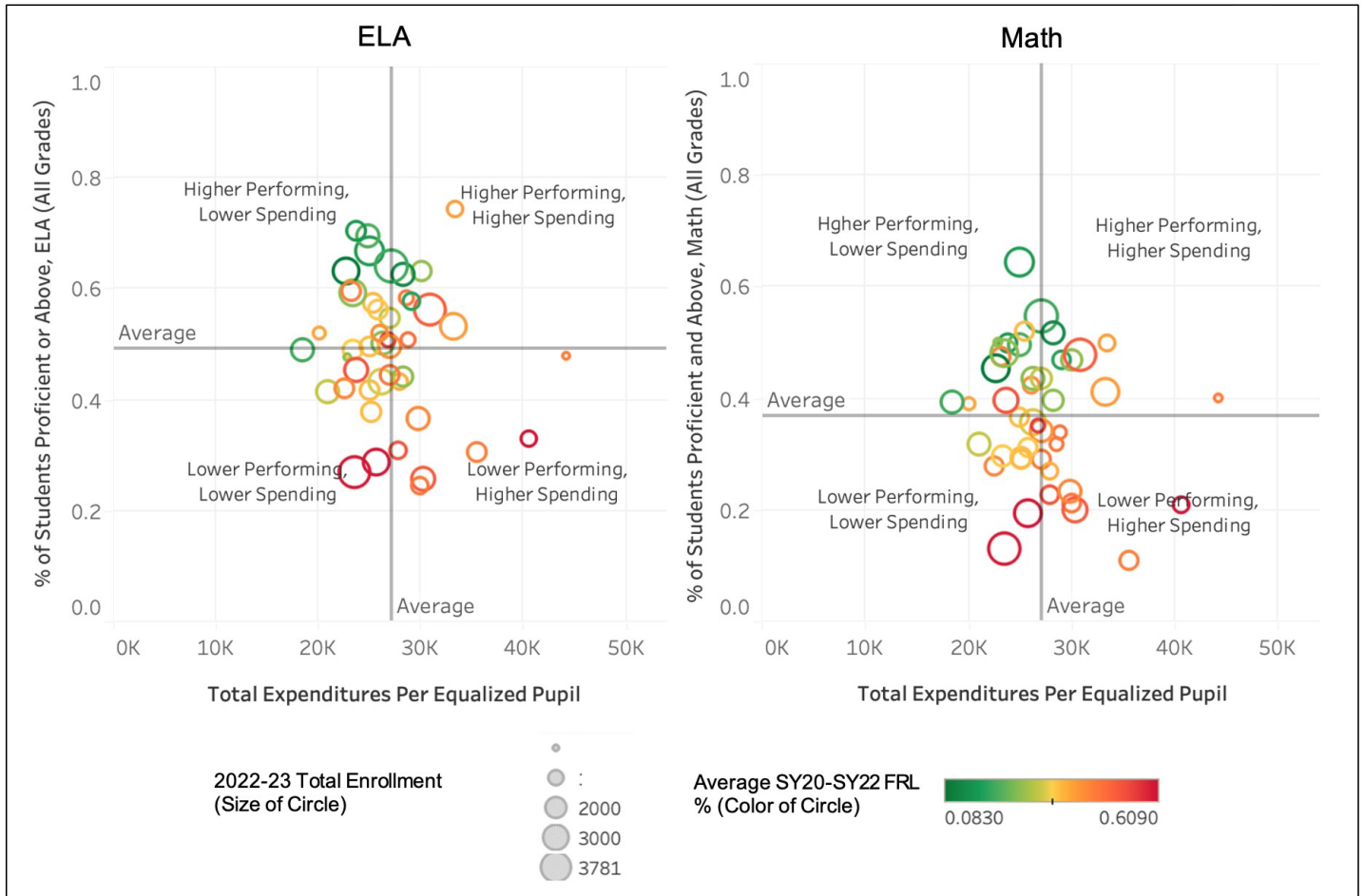


Figure 20: FY23 Total Expenditures Per Equalized Pupil Vs VCAP Student Performance (All Grades), 2022-23



Considerations: Total expenditures include capital and debt service, and exclude duplicated expenditures. SU/SD minimums and maximums should be interpreted with caution due to potential data discrepancies in interstate SU/SDs or SU/SDs with a high out-of-state enrollment. Note, the chart above presents total expenditures per equalized pupil vs. student performance only includes SU/SDs with complete data (expenditures, enrollment, FRL and unsuppressed- based on N-size- ELA and Math assessment proficiency rates), so SU002, SU014, SU021, SU023, SU034, SU055, and SU070 are excluded. As such, averages may differ than shown elsewhere in this report.

Special Education Expenditures

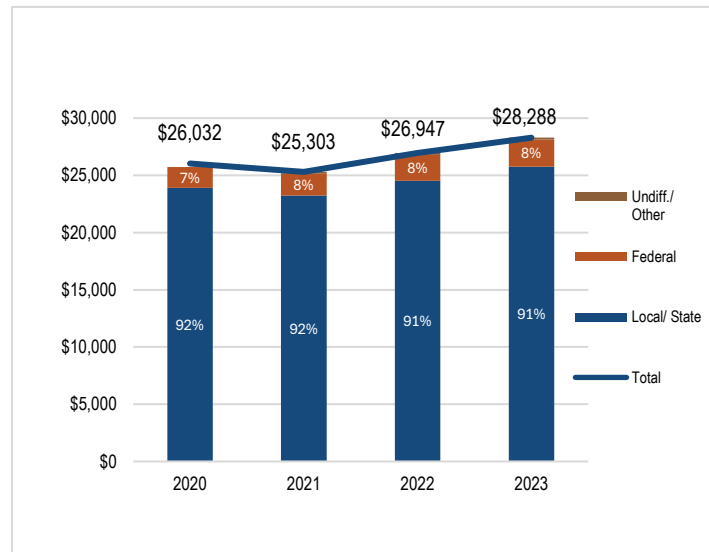
Statewide special education expenditures per special education student increased from \$26,032 in FY20 to \$28,288 in FY23 (with a somewhat lower per student amount seen in FY21 during the pandemic). Statewide special education expenditures per pupil (total enrollment) increased between FY20 and FY23 from \$4,796 to \$5,284 (similarly, with a low point in FY21). Only about 8% of special education expenditures are paid for by federal sources.

The increase in expenditures for special education per pupil represented a 10.2% increase, which compared to a 20.9% increase in overall total expenditures per pupil. As a result, even though special education costs increased, special education expenditures as a percentage of total expenditures decreased slightly from 21.1% to 19.2% during this time. This was likely impacted by the additional federal pandemic relief funds which were not specifically targeted for special education students.

Special education expenditures per pupil (total enrollment) were higher in smaller SU/SDs than in larger SU/SDs, but there was less of a clear pattern by SU/SD size when looking at special education expenditures per special education student.

Statewide special education expenditures in SU/SDs increased between FY20 to FY23, from \$26,032 to \$28,288 per special education student, or \$4,796 to \$5,284 per pupil (total enrollment). This increase of 10.2% compared to an increase of 20.9% for overall total expenditures, likely due to the availability of federal pandemic relief funds. As a result, even though special education costs increased, the share of total expenditures for special education also decreased from 21.1 to 19.2%.

Figure 21: Statewide Special Education Expenditures Per Special Education Student, by Source, FY20-23



SU/SD Special Education Expenditures Per Pupil (Total Enrollment), FY20-23

Year	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- 3,049
2023	\$5,841	\$5,234	\$1,637-13,049

SU/SD Special Education Expenditures Per Special Education Student, FY20-23

Year	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

Figure 22: Statewide Special Education Expenditures Per Pupil (Total Enrollment), by Source FY20-23

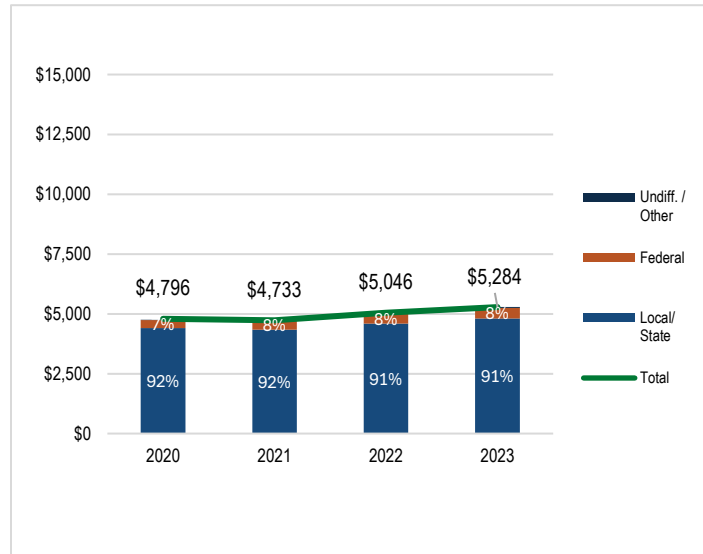


Figure 23: Total Expenditures Per Pupil (Total Enrollment) Special Education Expenditures vs. Non-Special Education Expenditures, FY20-23

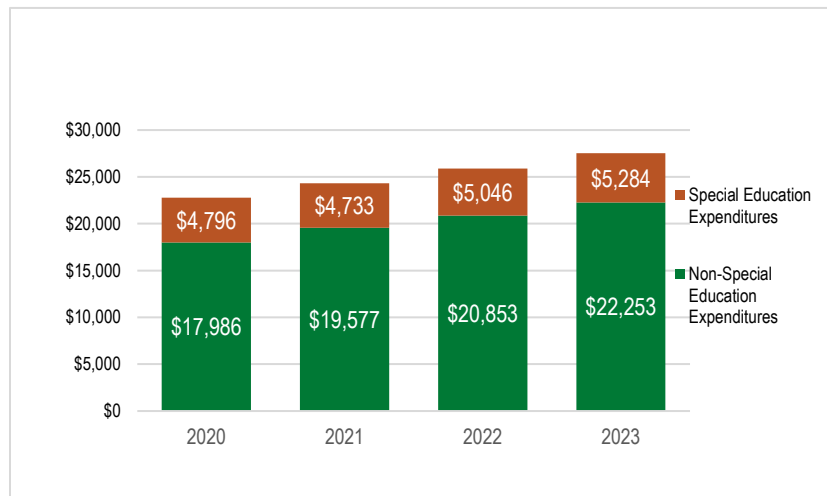


Figure 24: Average Special Education Expenditures Per Pupil (Total Enrollment) by Size Group, FY20-23

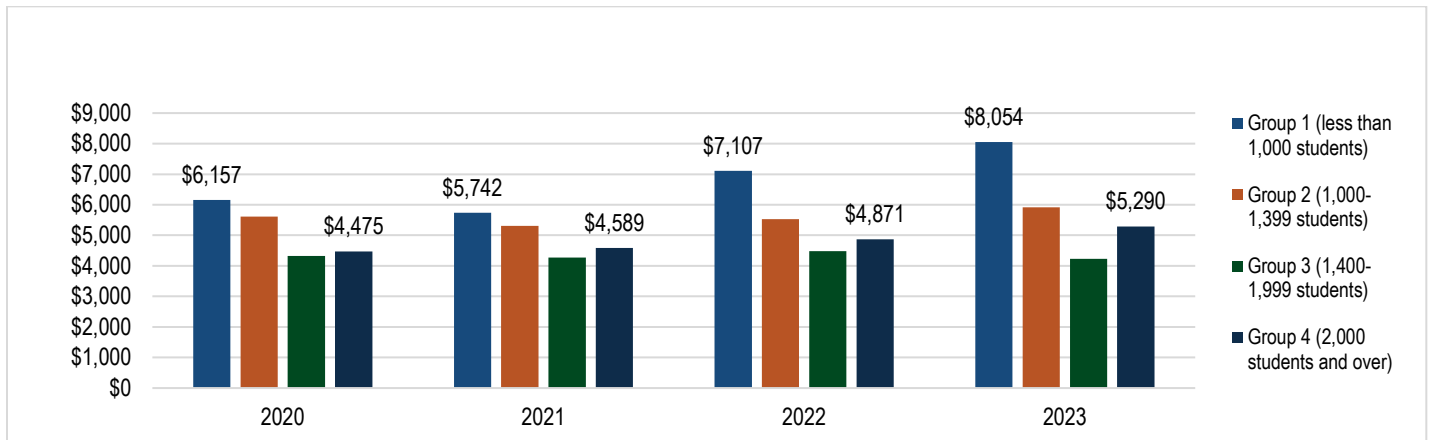
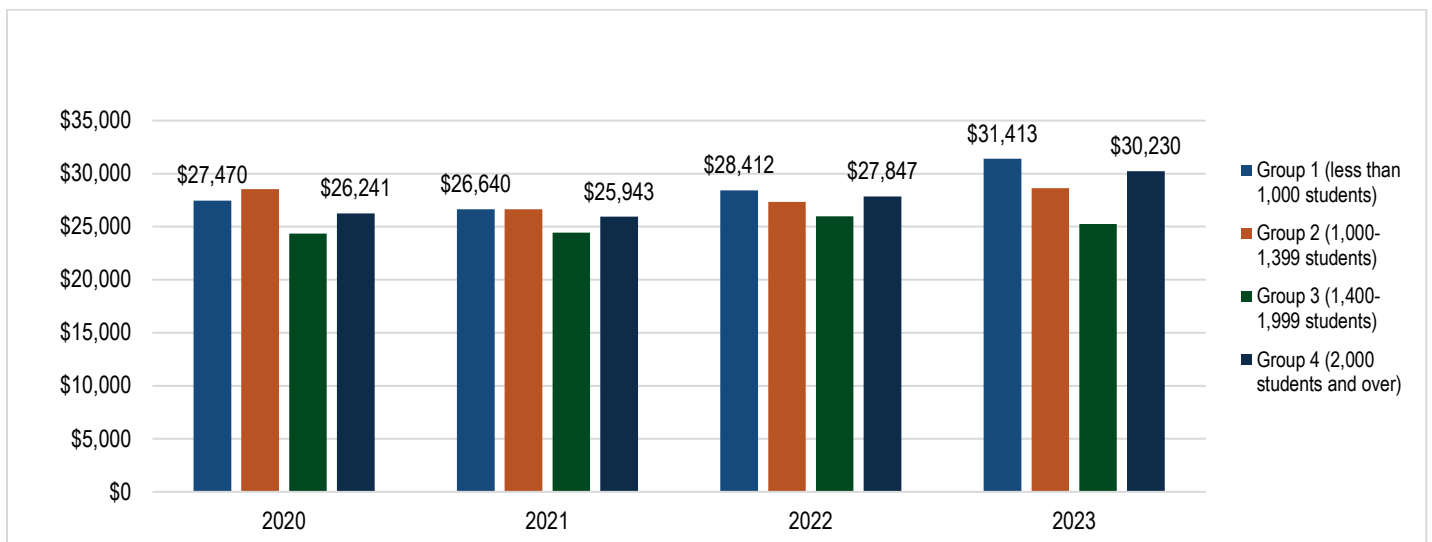


Figure 25: Average Special Education Expenditures Per Special Education Student by Size Group, FY20-23



Considerations: *SU special education expenditures may reflect SU/SDs serving different proportions of special education students, different levels of need based upon disability category, and/or presence of center programs.*