

# House Education Committee

1. Clarifications
2. Positive Behavior Intervention Systems
3. Preliminary data snapshots to inform the discussion of how systems respond to enrollment declines

# Teacher data: Clarification

Some interests have claimed the AOE and the VT Treasurer's Office have opposing numbers for "teacher data" and they need to be reconciled. We agree our numbers differ, and we agree the Secretary Pearce's numbers are good, but offer several factors that may explain the difference.

- The treasurer counts "bodies" and we count FTEs
- The treasurer's numbers include not just teachers, but also administrators and nurses.

# Retirement Fund: Clarification:

## **Teacher Retirement Fund**

Federally funded positions need to be supported by contributions to the Teacher Retirement Fund. We see this not as an unfunded mandate, but as a previously unfunded liability. Districts until now have had the benefit of positions without paying the full cost of those positions. It hurts, but districts need to understand they weren't paying the full cost all along.

# Positive Behavioral Interventions and Supports (VTPBIS)

A partnership between the AOE and the Center for Disability and Community Inclusion

## What is PBIS?

- Seventh year of implementation
- Framework for preventing and responding to problem behavior within a multi-tiered system of supports (MTSS)
- Instruction in positive social behavior, active development of positive school climate.
- High quality professional development
- Use of data to inform teaching
- **In 2014, implemented in 128 schools 50 Supervisory Unions/ Supervisory Districts.**

# VTPBIS

## Why does PBIS matter?

- Kids can't learn when they aren't in class.
- Some kids need to be taught appropriate social skills.
- Students who are disruptive interfere with the learning of others.
- Discipline takes teacher and administrator time away from other critical priorities.
- It works.

# Reducing Out of School Suspensions

# Data Snapshots: What do pressures look like for a small town?

T103	Isle La Motte	T103T103 na na						
	FY10	FY11	FY12	FY13	FY14	FY15 EqPup with 3.5% max loss (hold-harmless)	FY15, no phantoms Actual EqPup (calculated)	Δ if no phantom eqpup
Equalized pupils	69.36	66.93	64.59	62.51	61.76	59.60	58.11	(1.49)
Education Spending	803,645	869,053	853,808	829,166	787,330	1,092,591	1,092,591	-
Ed Spend per EqPup	11,586.58	12,984.51	13,218.89	13,264.53	12,748.22	18,332.06	18,802.12	470.06
Amount over excess	-	-	-	-	-	1,601.68	2,057.27	455.59
Excess ed spend / eqpup	-	-	-	-	-	19,933.74	20,859.39	925.65
Total eq tax rate	1.1663	1.3070	1.3460	1.3534	1.3095	2.1039	2.2016	0.0977
CLA	90.90%	92.14%	87.85%	89.22%	89.50%	95.29%	95.29%	
Actual tax rate for district	1.2831	1.4185	1.5322	1.5169	1.4631	2.2079	2.3104	0.1025



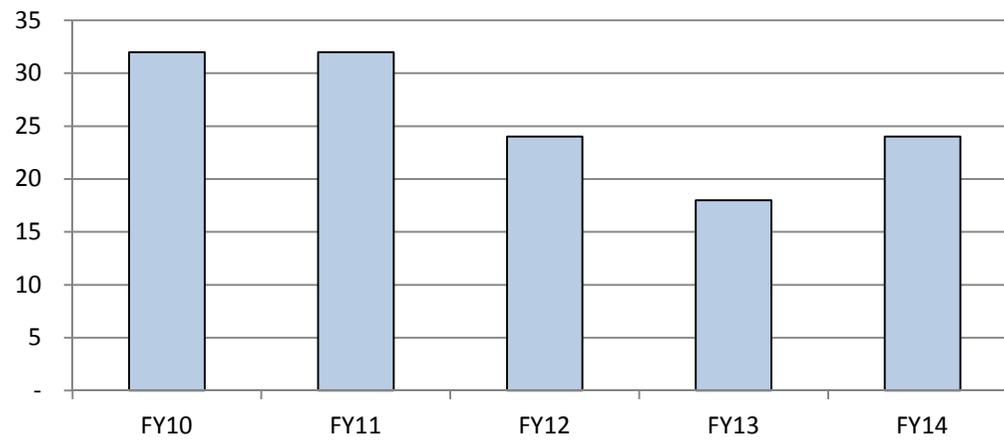
Historical:

K-12 ADM 1997      about 66

K-12 ADM 2014      about 50

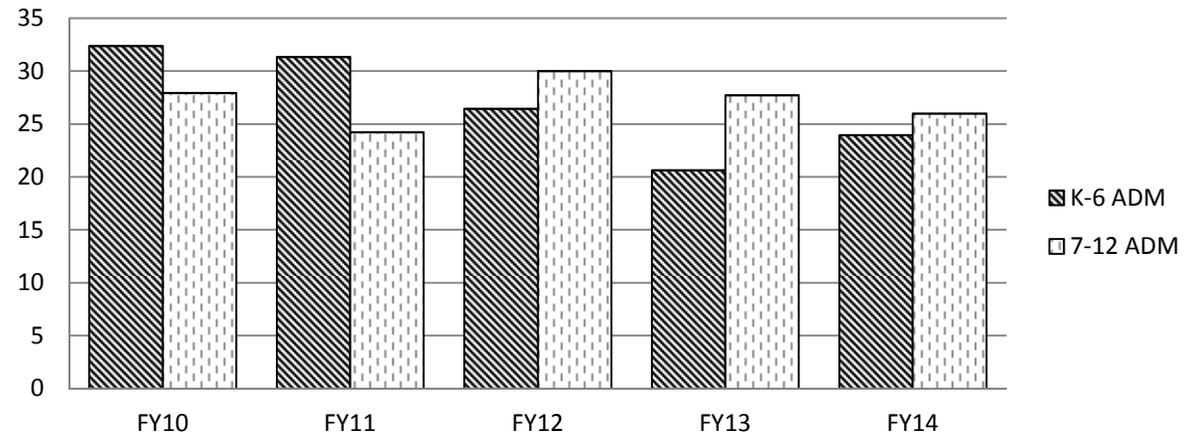
# Isle La Motte

Enrollment, K - 6

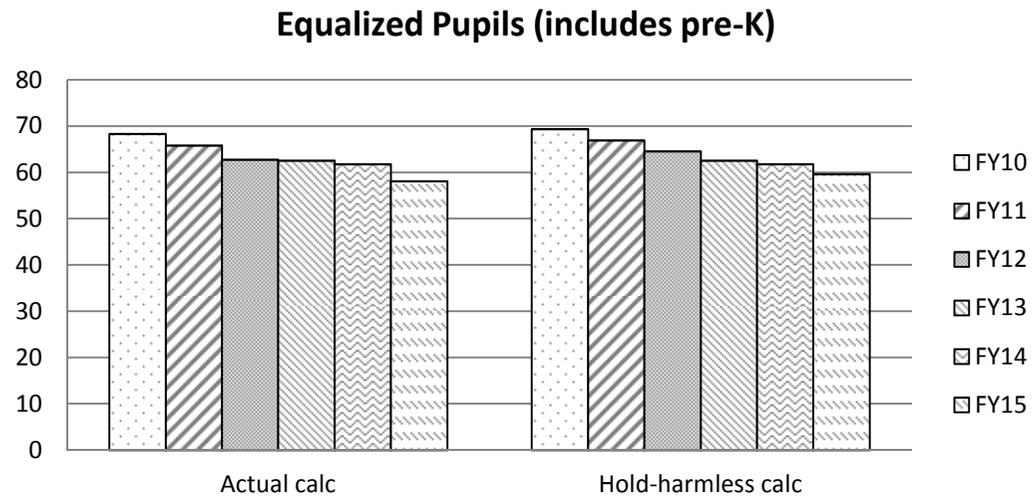


# Isle La Motte

ADM, K-12

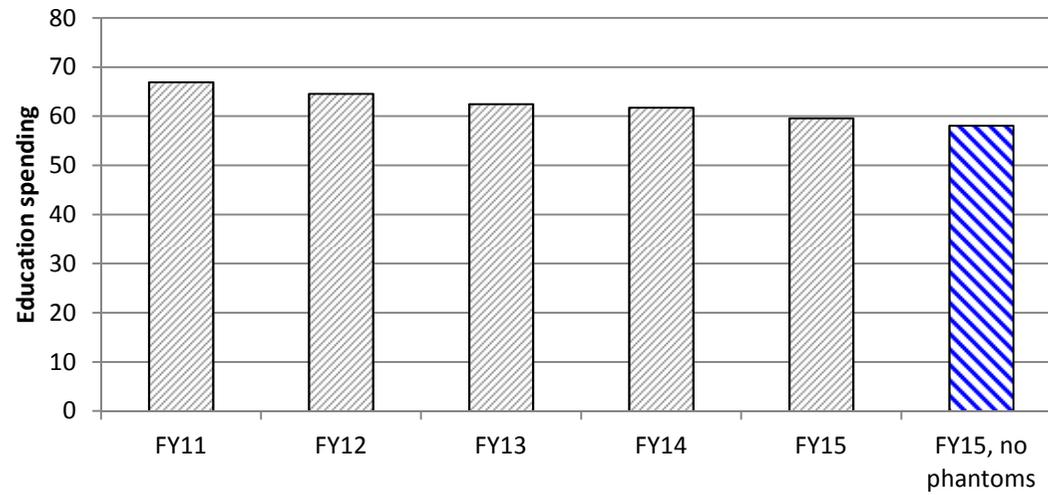


# Isle La Motte



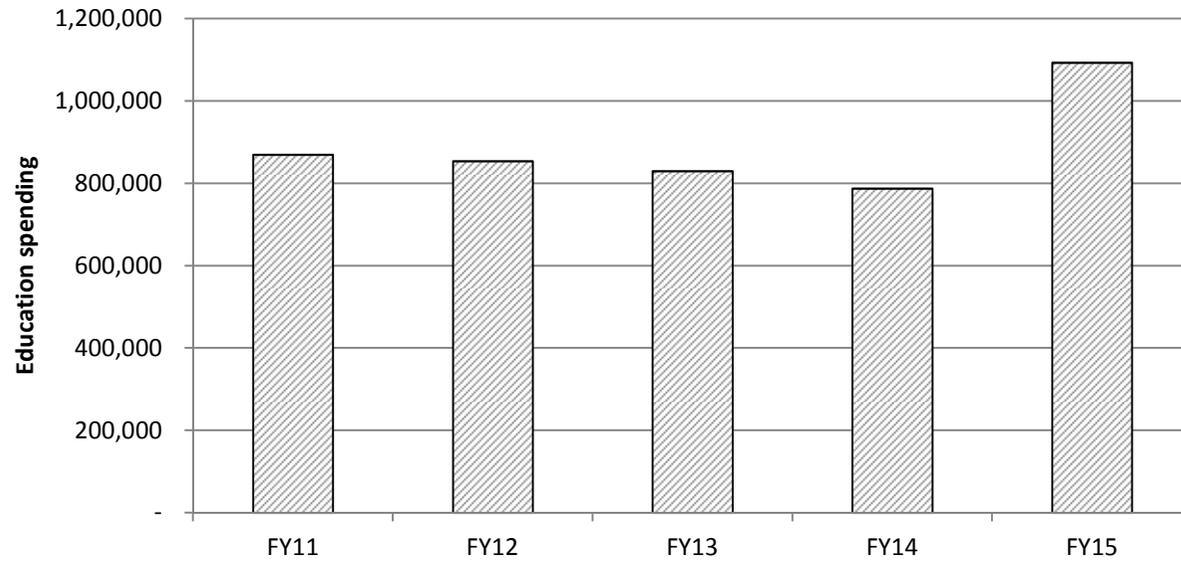
# Isle La Motte

**Equalized Pupils, FY11-FY15, down 11.0%**



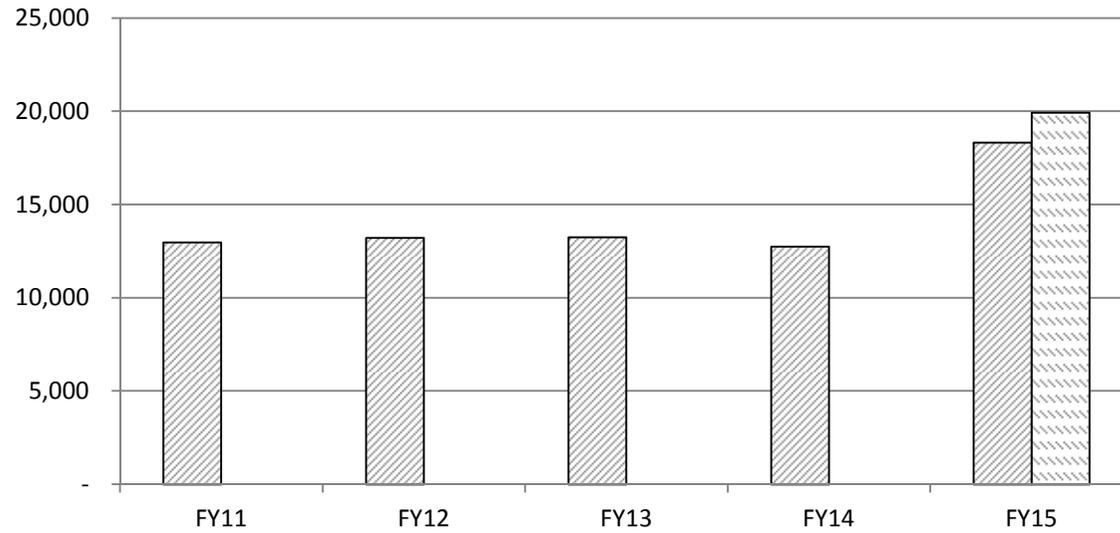
# Isle La Motte

Education Spending, FY11-FY15, up 25.7%



# Isle La Motte

**Ed Spending per EqPup, FY11-FY15, up 41.2%**



What is the AOE doing to understand staffing patterns?

Question:

Do systems of different size adjust FTE differently in response to changes in enrollment?

# Sample

- VT Public Schools open in both SY04 (academic year 2003-2004) and SY14 (academic year 2013-2014).
- Total sample is 292 VT Public Schools (292/303 total VT Public Schools = about 96% of the SY2014 VT Public School population)

Here, looking at:

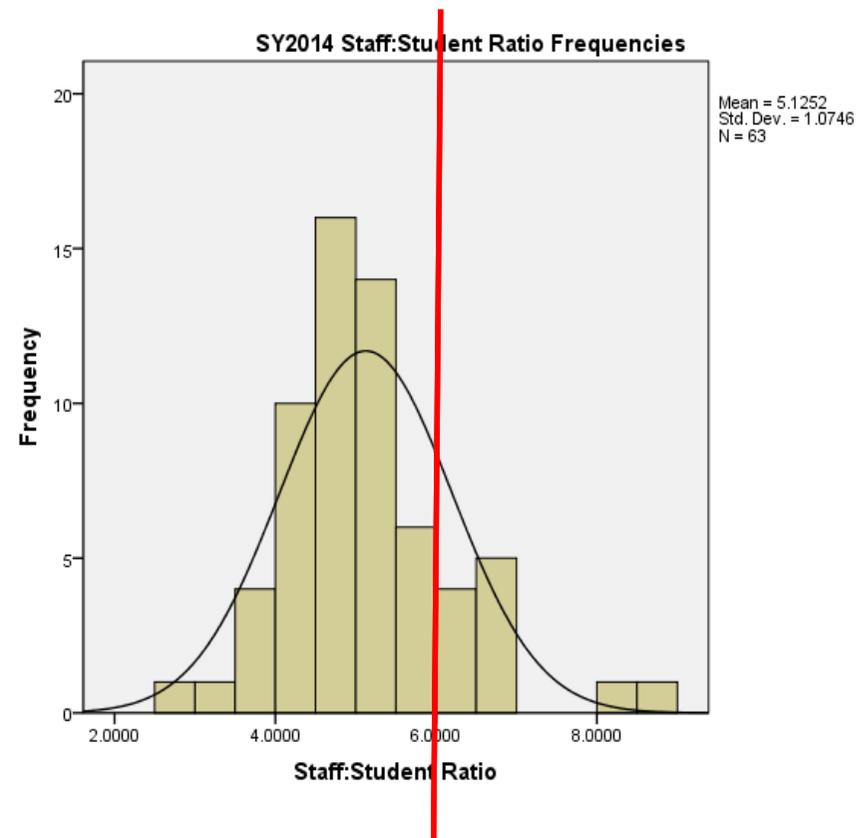
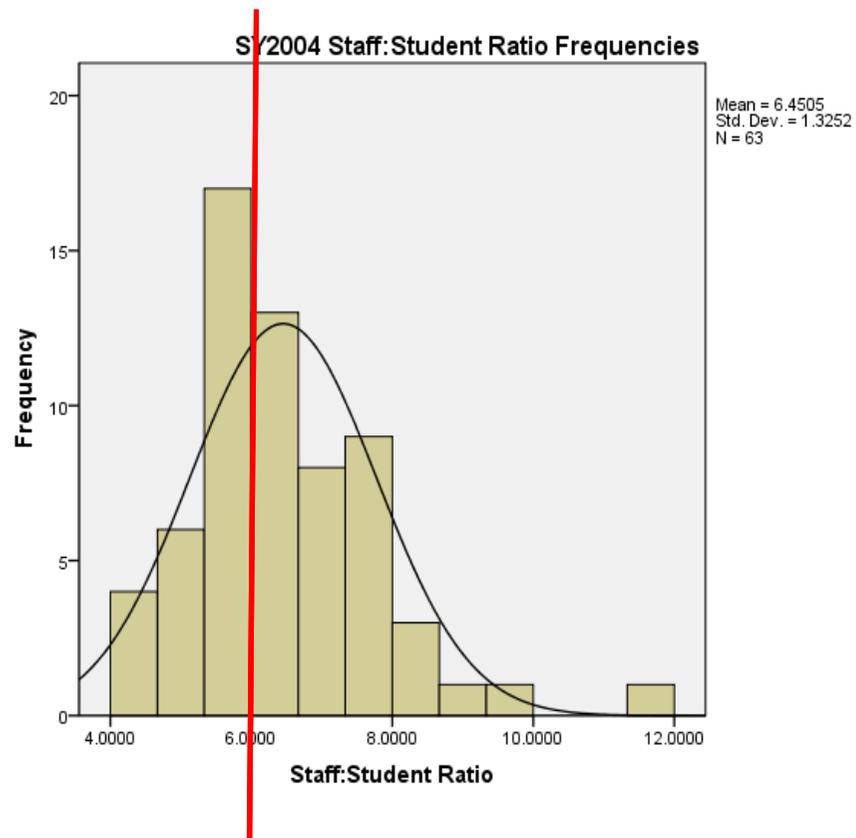
- Subset of 63 schools that increased that increased FTE while enrollment declined
- High schools specifically
- Subset of 19 **high schools** that increased FTE while enrollment declined

We are looking at patterns– NO causal explanations.

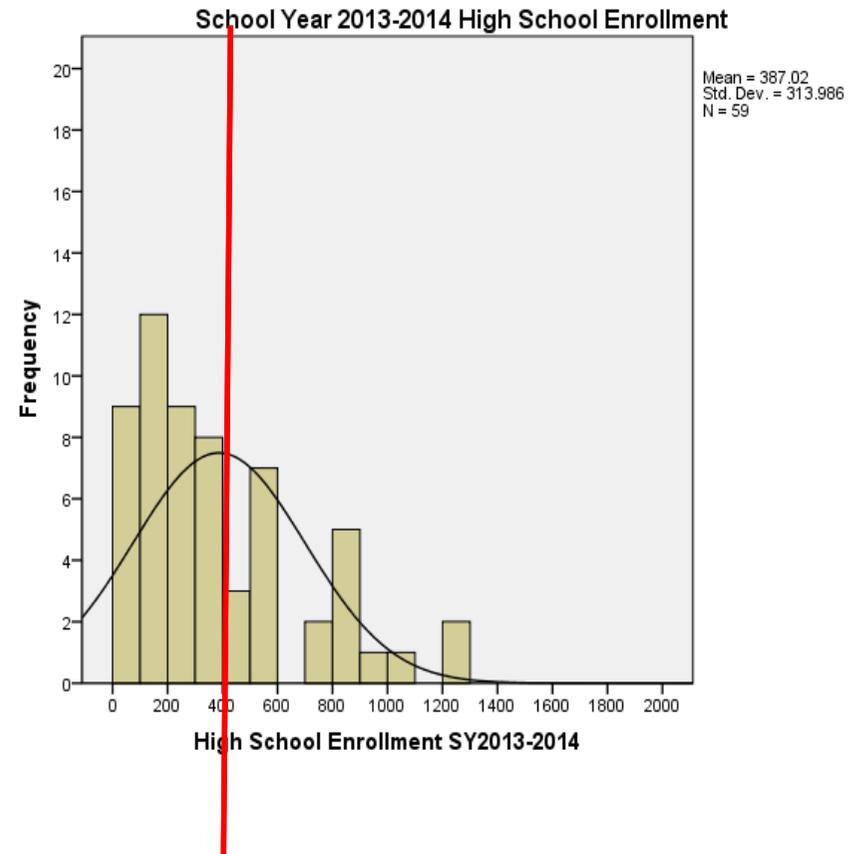
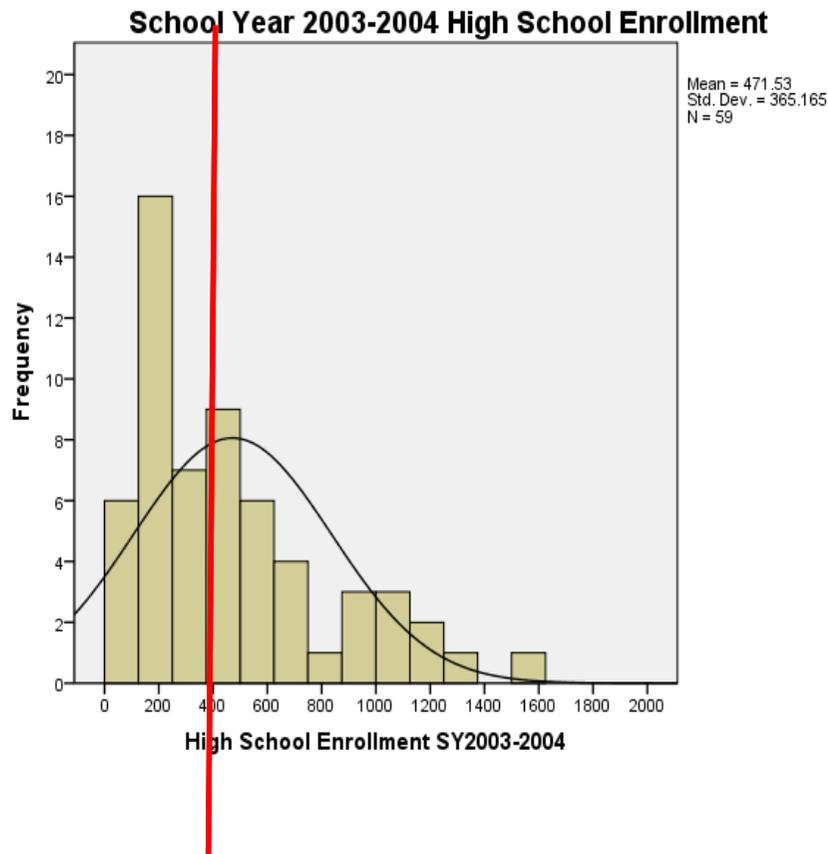
For discussion only.

Future analyses will break down by type of staff.

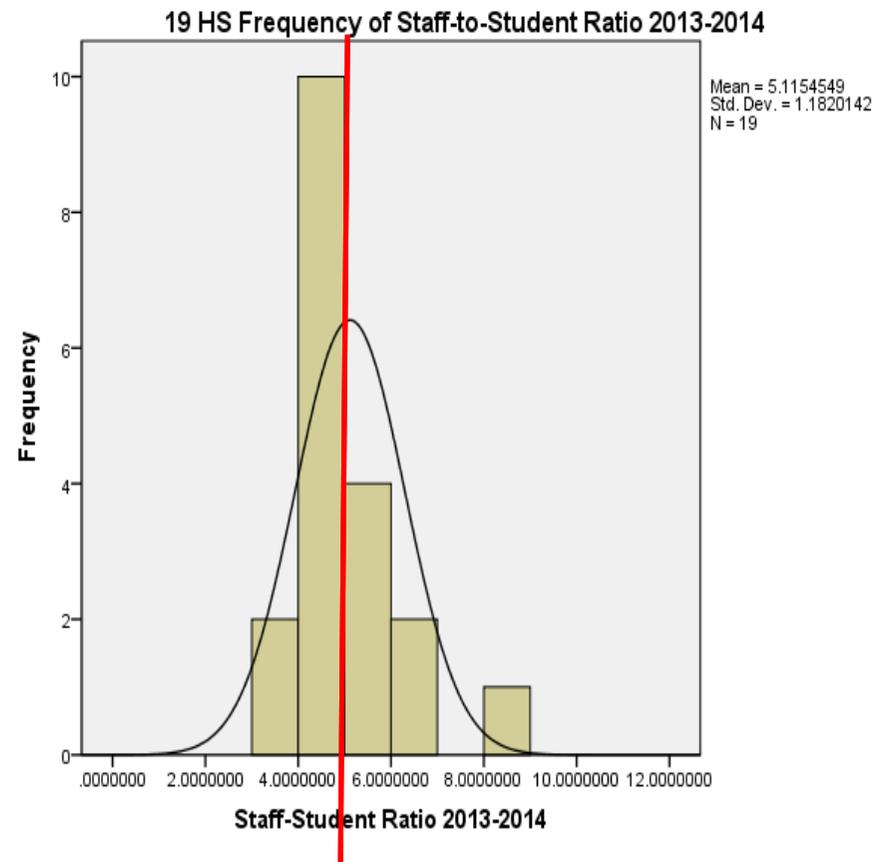
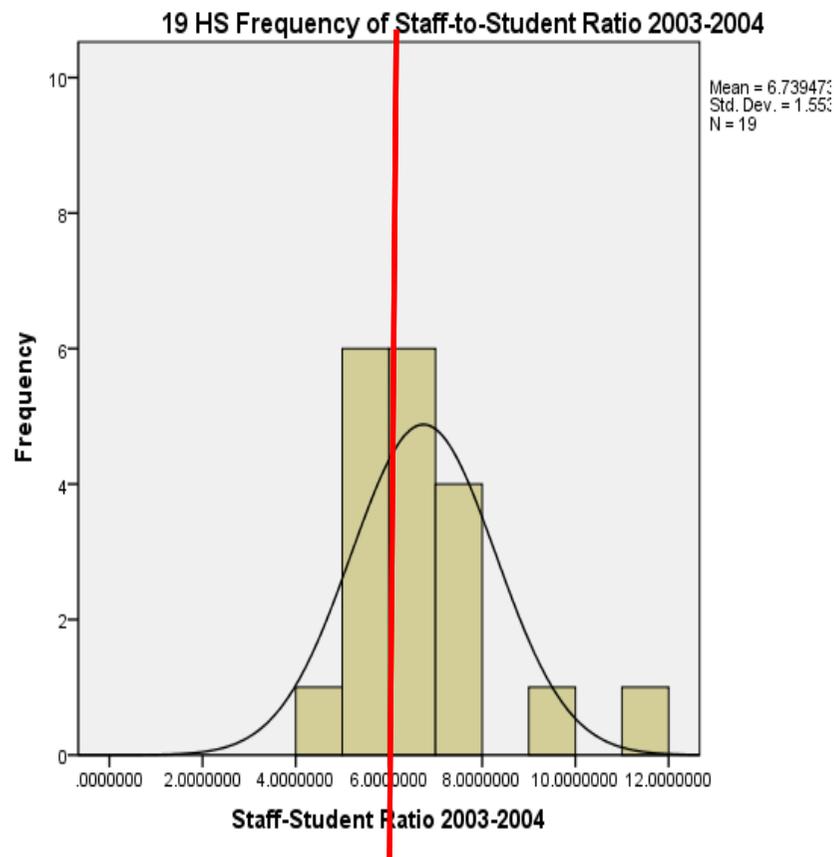
# Small schools were a little more likely to increase FTE as numbers declined



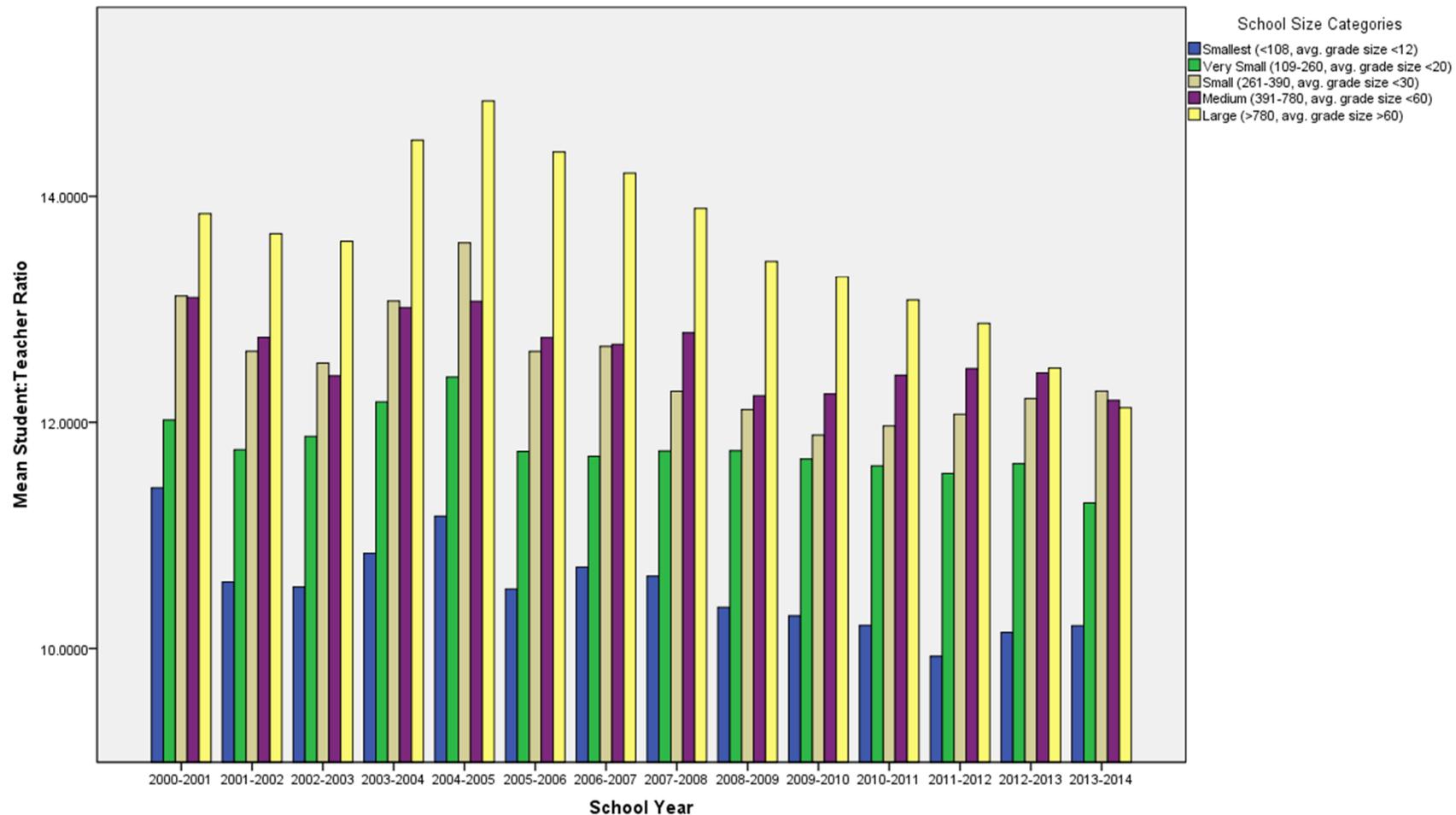
# The size of the average high school in VT is declining



# Small HS were more likely to increase staff while their student numbers decreased



# Teacher : student ratios are higher in smaller schools, on average



## Teacher : Student ratios in schools of different sizes

