# VSBA Fall Meetings 2014

VERMONT
AGENCY OF EDUCATION

What is our purpose?

What is the most efficient way to achieve our purpose?

# Assumptions:

- **<u>Shared purpose</u>**: **high quality opportunities to learn for all**, in the most **efficient and cost effective** way possible.

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- **Shared purpose**: **high quality opportunities to learn for all**, in the most **efficient and cost effective** way possible.
- **Different strategies** (e.g. operating or tuitioning) of necessity, due to history and geography and external forces.
- **Different challenges:** (reflects differences in geography, size, region, resources, and structure.)

# The Finance Structure:  Act 68

***Brigham v. State  (96-502); 166 Vt. 246; 692 A.2d 384***

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- Makes the whole state financially responsible for supporting each child.
- Treats business and second home wealth as a state resource, not a local resource.
- **Supports greater equity of effort** than previous funding formulas.

# Per Pupil Formulas

If your enrollment is declining, you will

cut your spending, or

increase your tax rate to maintain the same level of overall spending

**Note:** The "hold harmless" provision limits a district's decline (or increase) in pupils to 3.5% per year, which creates "phantom students" for funding purposes.


Districts are free to make their own decisions…..

…but we sink or swim together as a state.

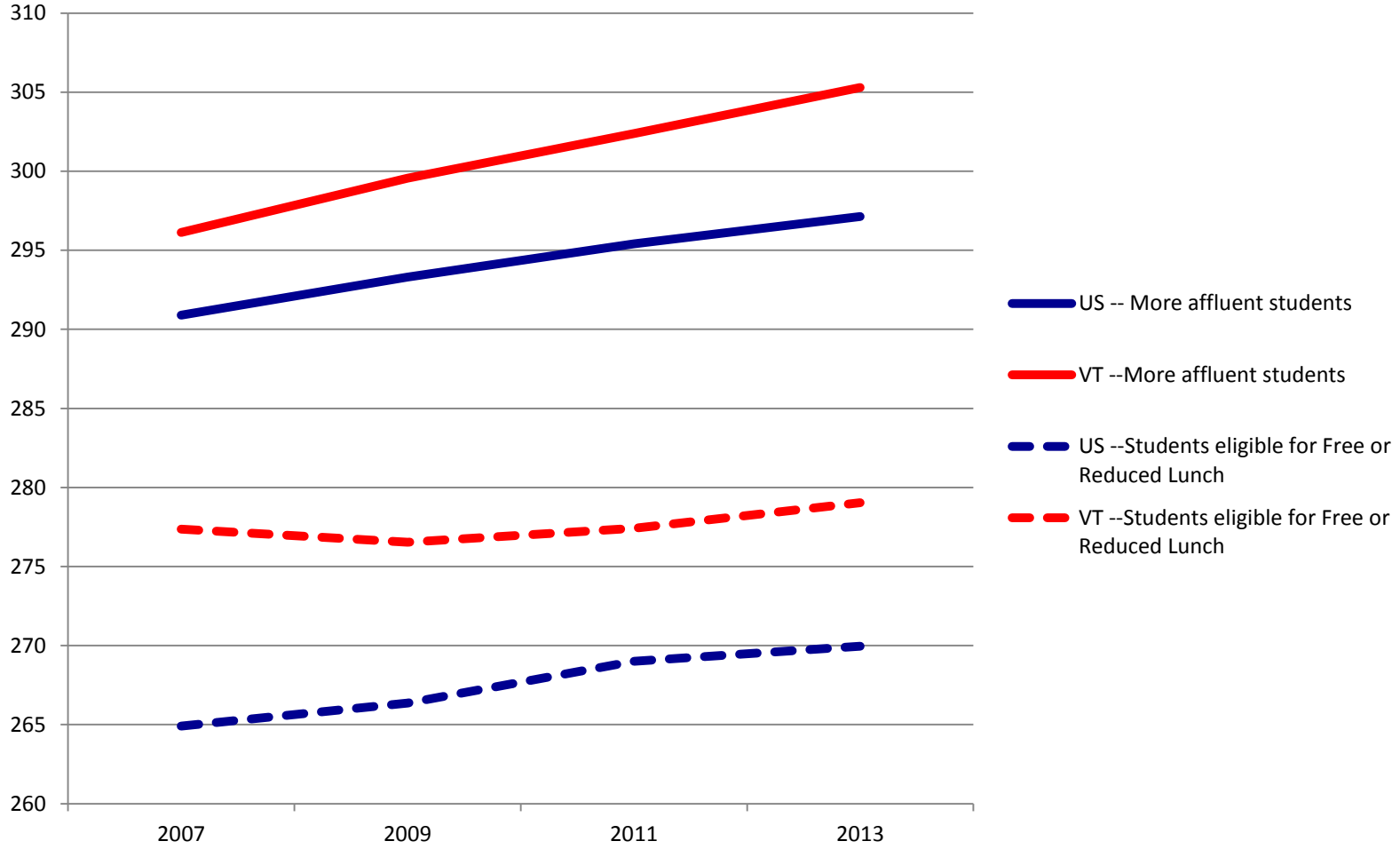
# Vermont's Education Quality Standards

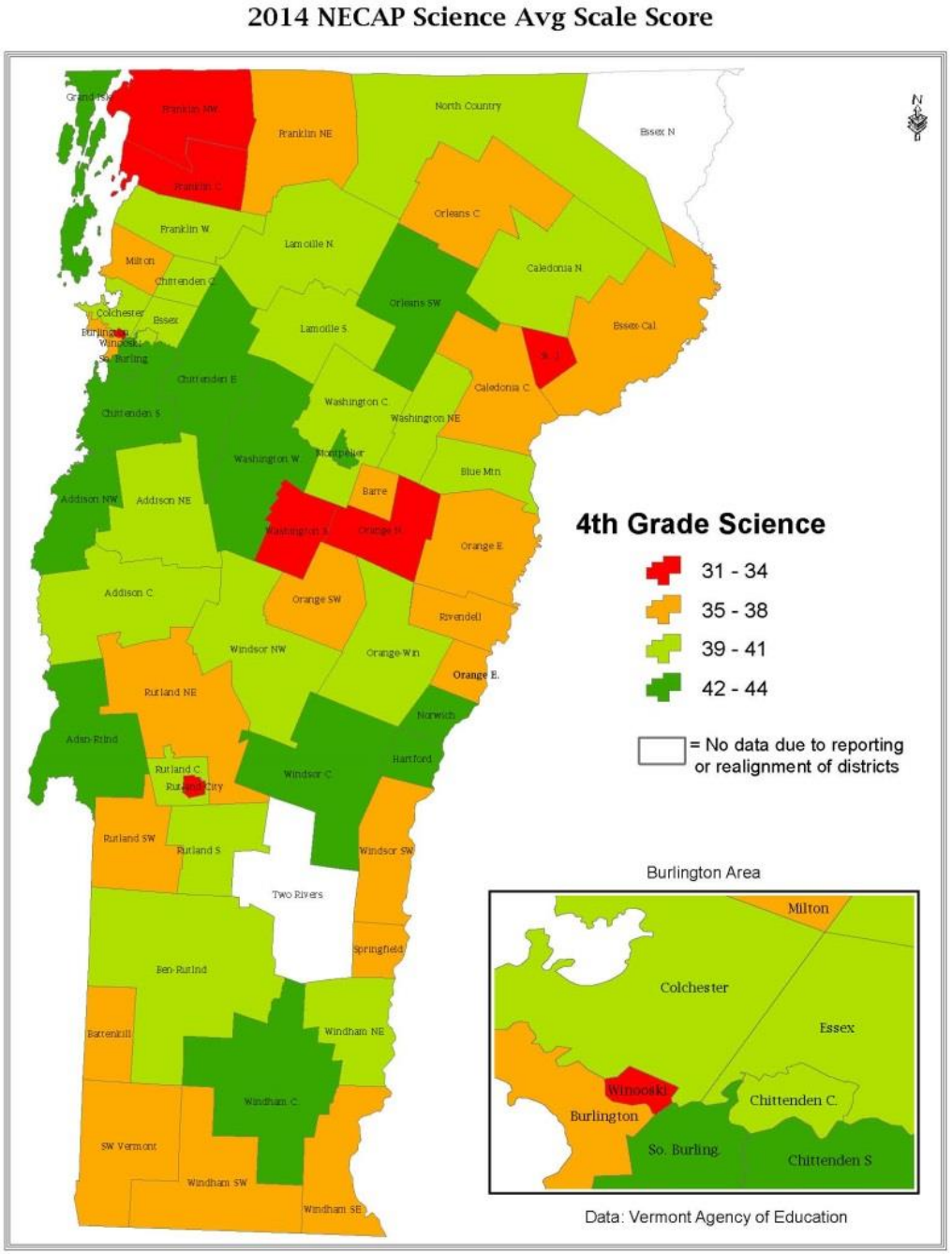
The State Board of Education's new rules state value proficiency across 7 critical outcomes:

1. literacy;
2. mathematical content and practices;
3. scientific inquiry and content knowledge;
4. global citizenship;
5. physical education and health education;
6. artistic expression; and
7. transferable skills

# We have some reliable data on statewide performance

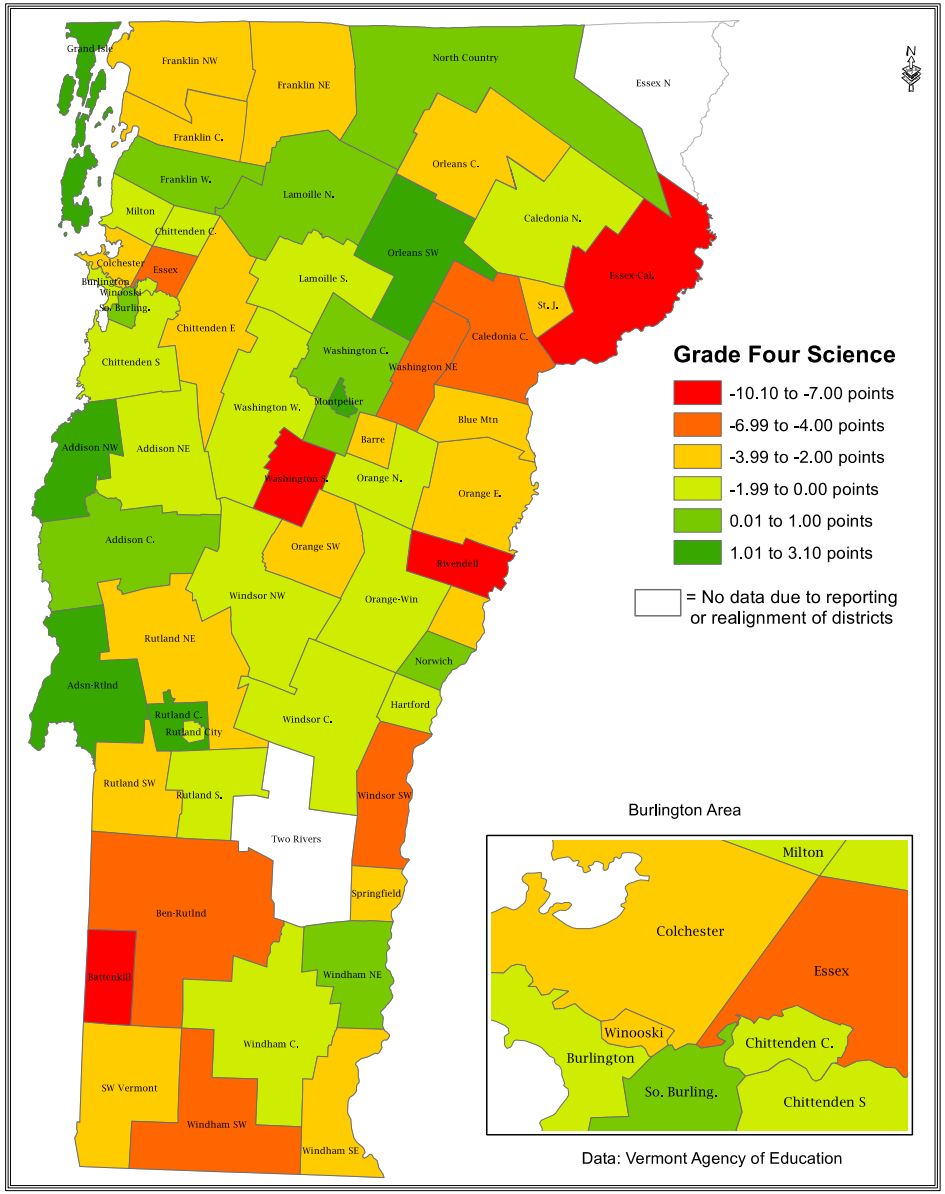
NAEP scores in 8th grade math, nationally and in Vermont, for students who are eligible and ineligible for free and reduced lunch






Average scores vary by region of the state.

## 2010 to 2014 NECAP Science Average Scale Score Change- 4th Grade




Ability to improve performance varies statewide:

SUs that appear as red have fourth graders who scored 7 to 10 points **lower** in science than fourth graders five years ago.

SU/SDs that appear as green have fourth graders who scored 1 to 3 points **higher** in science than fourth graders five years ago.

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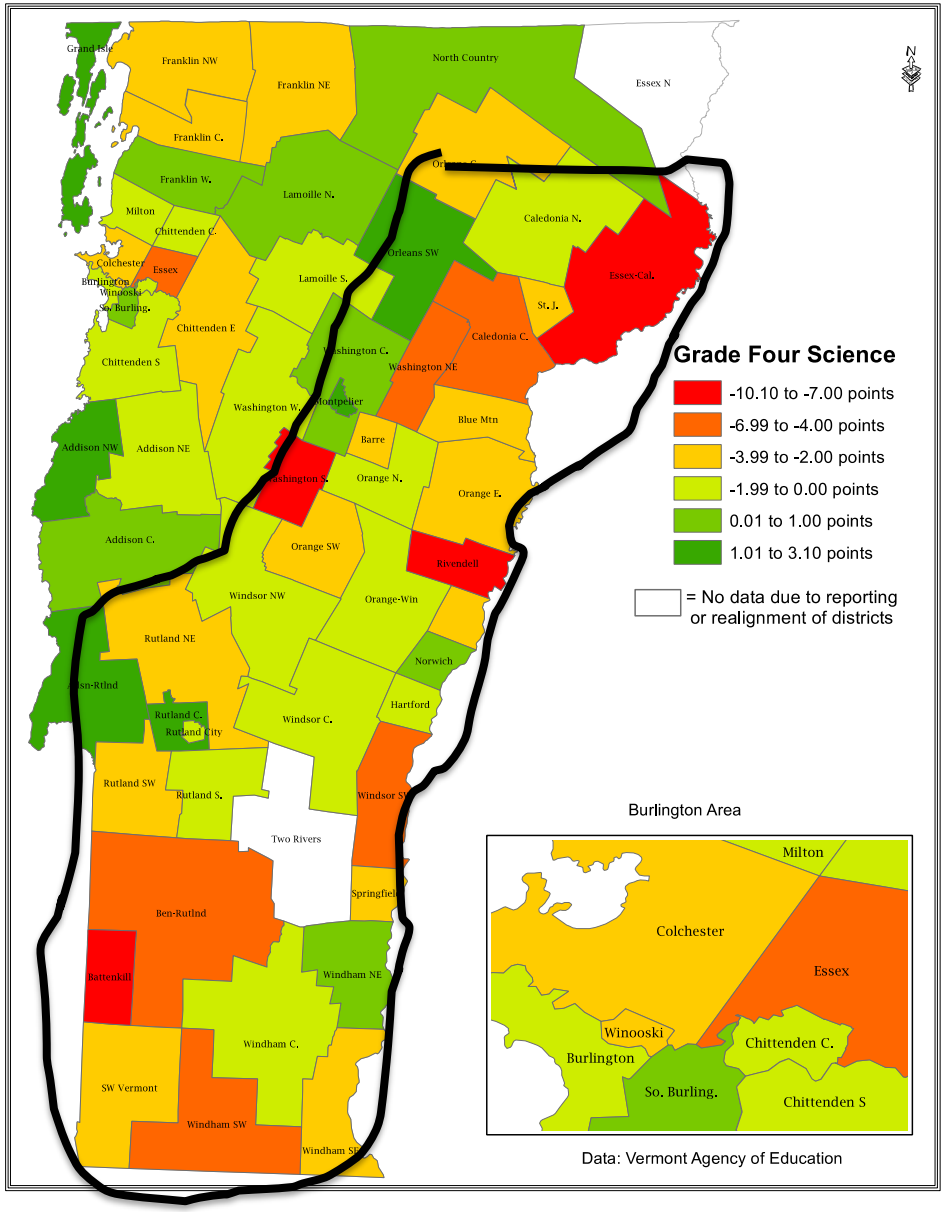


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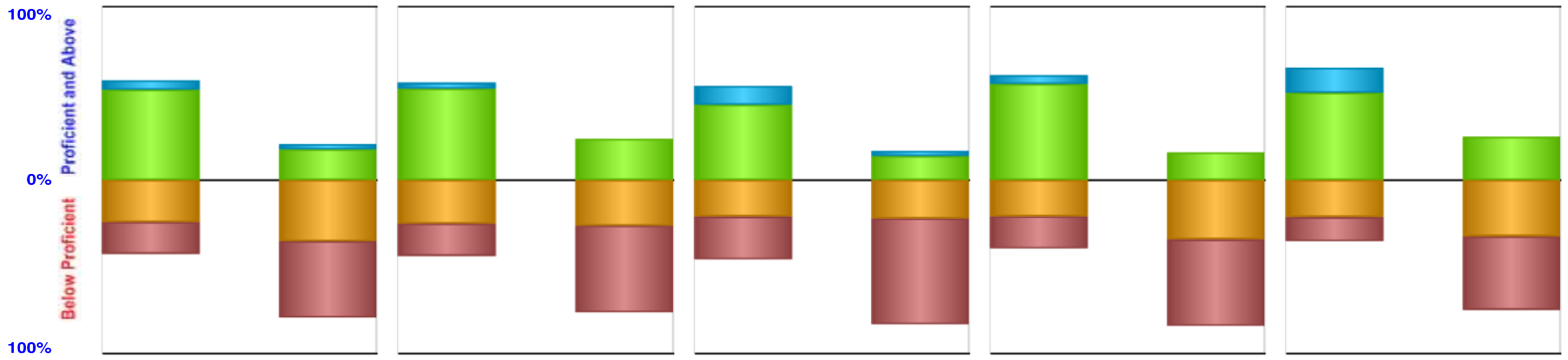
# We have state test results for larger schools

**NECAP Assessment Report**

| | |
|---|---|
| **Organization:** | South Burlington High School |
| **Teaching Year:** | 2012-2013 |
| **Test/Subject:** | NECAP Math Grade 11 |
| **Breakdown:** | Differences in achievement by family income? |
| **Comparison:** | Over Time? |




| | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Not FRL** | **FRL** | **Not FRL** | **FRL** | **Not FRL** | **FRL** | **Not FRL** | **FRL** | **Not FRL** | **FRL** |
| Number of Students Tested | 190 | 34 | 171 | 38 | 166 | 36 | 157 | 38 | 159 | 40 |
| Proficient With Distinction | 5 % | 3 % | 4 % | 0 % | 11 % | 3 % | 5 % | 0 % | 14 % | 0 % |
| Proficient | 52 % | 18 % | 53 % | 24 % | 43 % | 14 % | 55 % | 16 % | 50 % | 25 % |
| Partially Proficient | 24 % | 35 % | 25 % | 26 % | 21 % | 22 % | 21 % | 34 % | 21 % | 33 % |
| Substantially Below Proficient | 18 % | 44 % | 19 % | 50 % | 25 % | 61 % | 18 % | 50 % | 14 % | 43 % |
| Total Proficient and Above | 57 % | 21 % | 56 % | 24 % | 54 % | 17 % | 61 % | 16 % | 65 % | 25 % |
| Total Below Proficient | 43 % | 79 % | 44 % | 76 % | 46 % | 83 % | 39 % | 84 % | 35 % | 75 % |
| Average Scaled Score | 40.7 | 35.3 | 40.1 | 31.6 | 40.1 | 31.1 | 41.7 | 33.3 | 42.9 | 33.0 |

**The NECAP Math, Reading, and Writing tests are administered in October and measure student achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure student achievement of Grade Expectations in current and previous school years.**
**District assessment data are for the accountability LEA which is either the town or union school district.**

# Many small schools and their SUs currently get limited (if any) school-level performance data

## NECAP Assessment Report

| | |
|---|---|
| **Organization:** | Concord Graded/High School |
| **Teaching Year:** | 2012-2013 |
| **Test/Subject:** | NECAP Math Grade 11 |
| **Breakdown:** | Differences in achievement by family income? |
| **Comparison:** | Over Time? |


LOOK! NO DATA!

| | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not FRL | FRL | Not FRL | FRL | Not FRL | FRL | Not FRL | FRL | Not FRL | FRL |
| Number of Students Tested | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ |
| Proficient With Distinction | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ |
| Proficient | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ |
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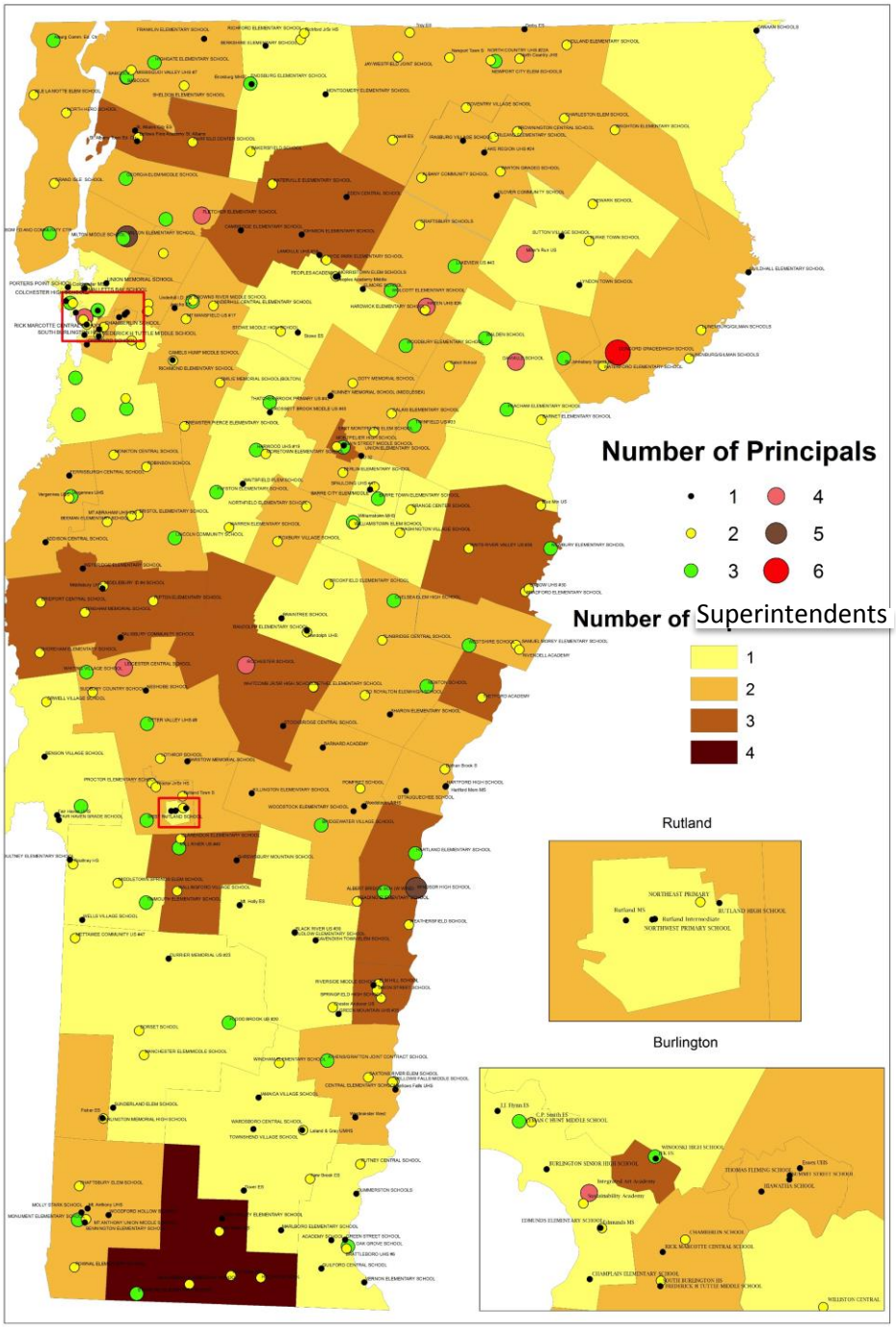
| Average Scaled Score | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ |

# Overall, VT public high schools and historical academies have comparable performance

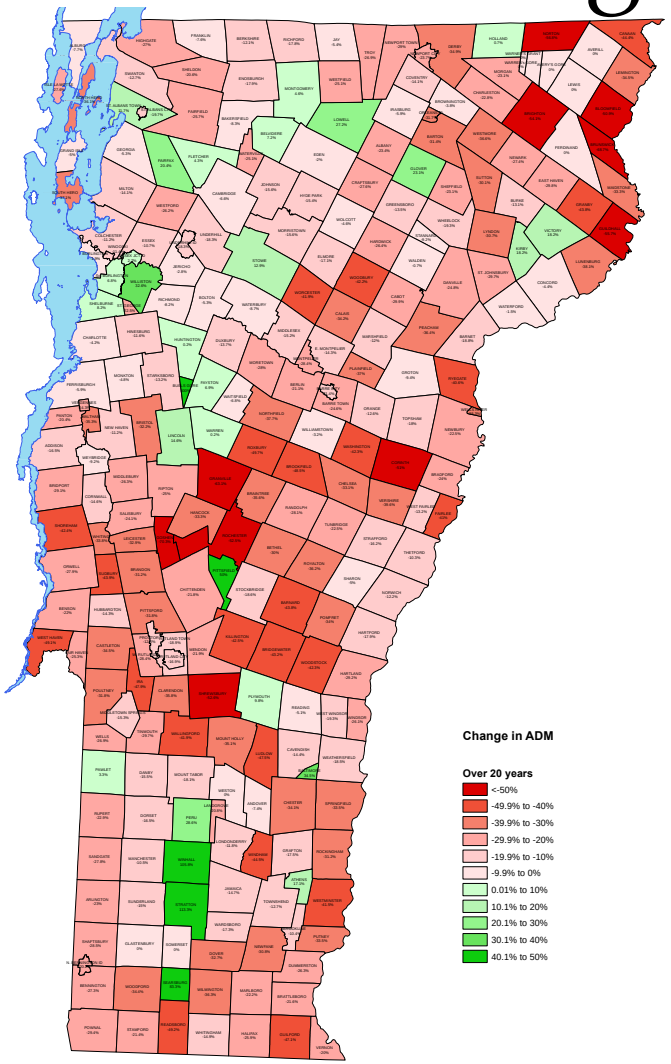
| | Average Scale Score 11th Grade Assessments, 2014 | | |
|---|---|---|---|
| **Test** | Public High Schools | Historical Academies | Difference |
| **NECAP Reading** | 46.80 | 45.96 | 0.84 |
| **NECAP Math** | 35.10 | 36.07 | -0.97 |

# Principals and Superintendents Since 2010

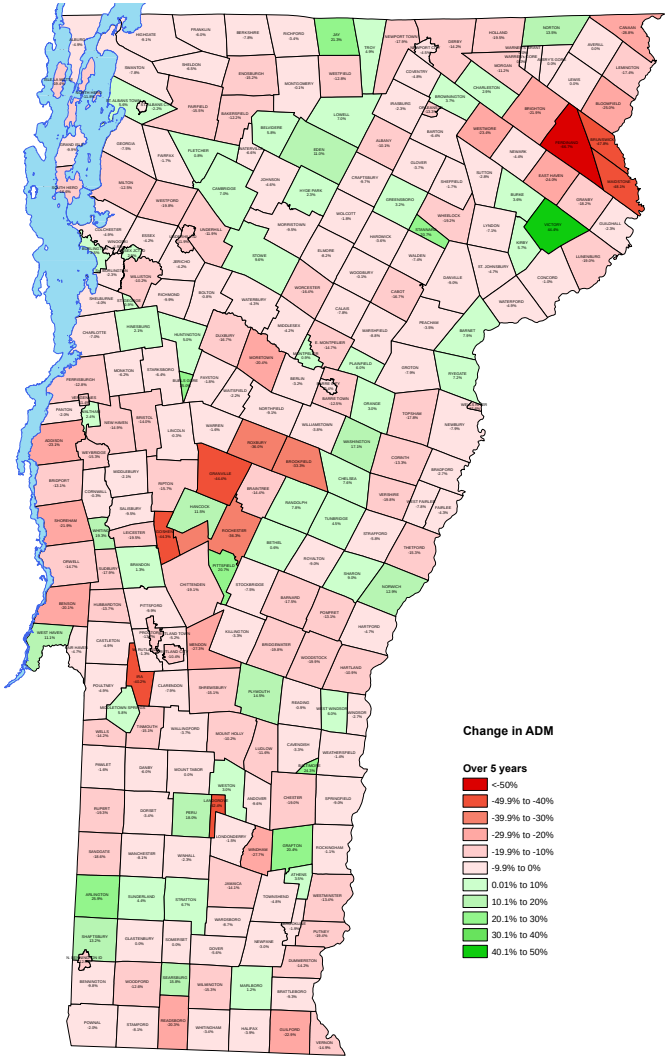



Some districts struggle with stability of superintendent and principal leadership

# Changes in ADM are different in different regions of the State




Change over 20 years




Change over 5 years

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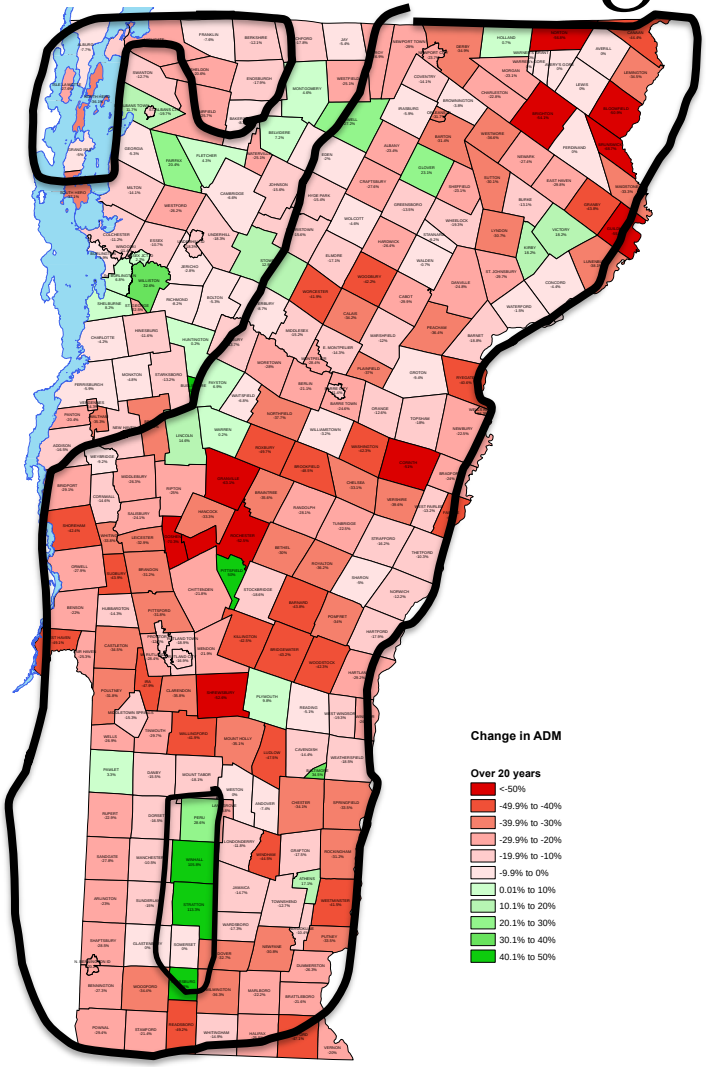


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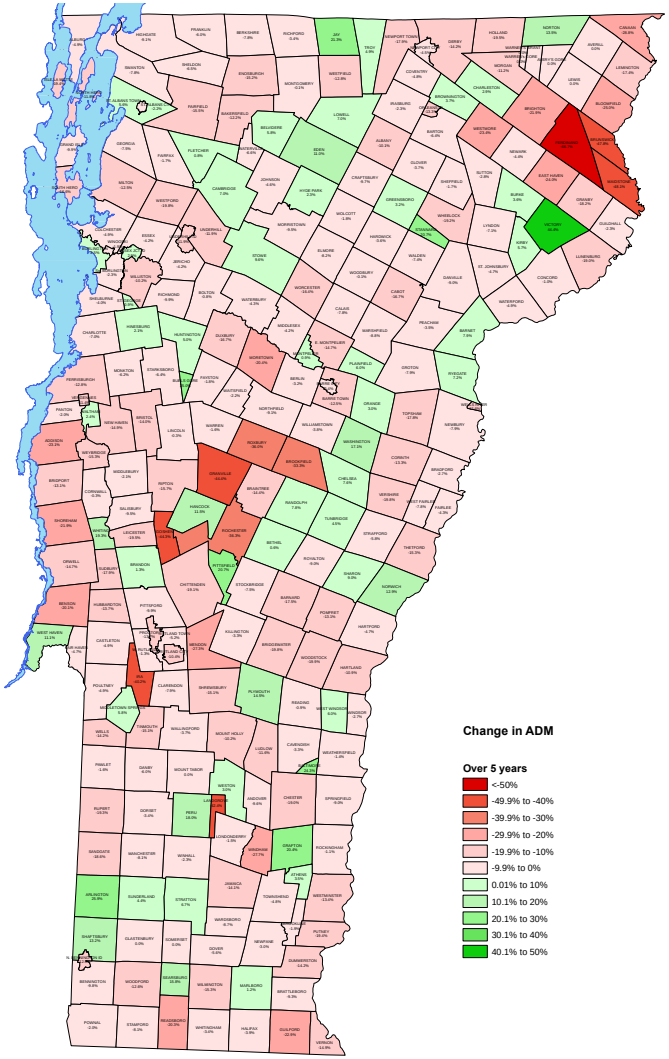
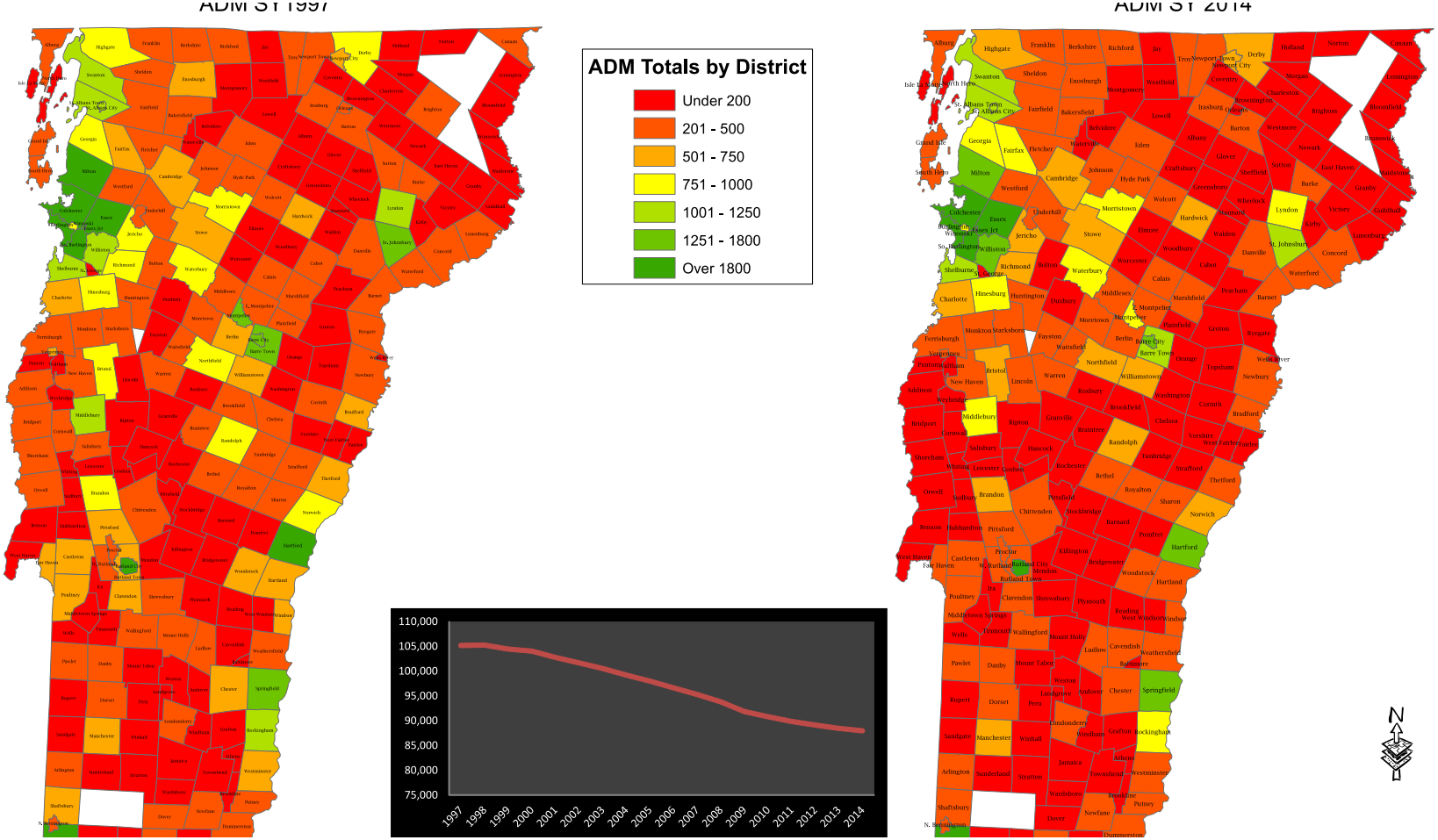



Change over 5 years

# Most of our districts are now very small by most standards



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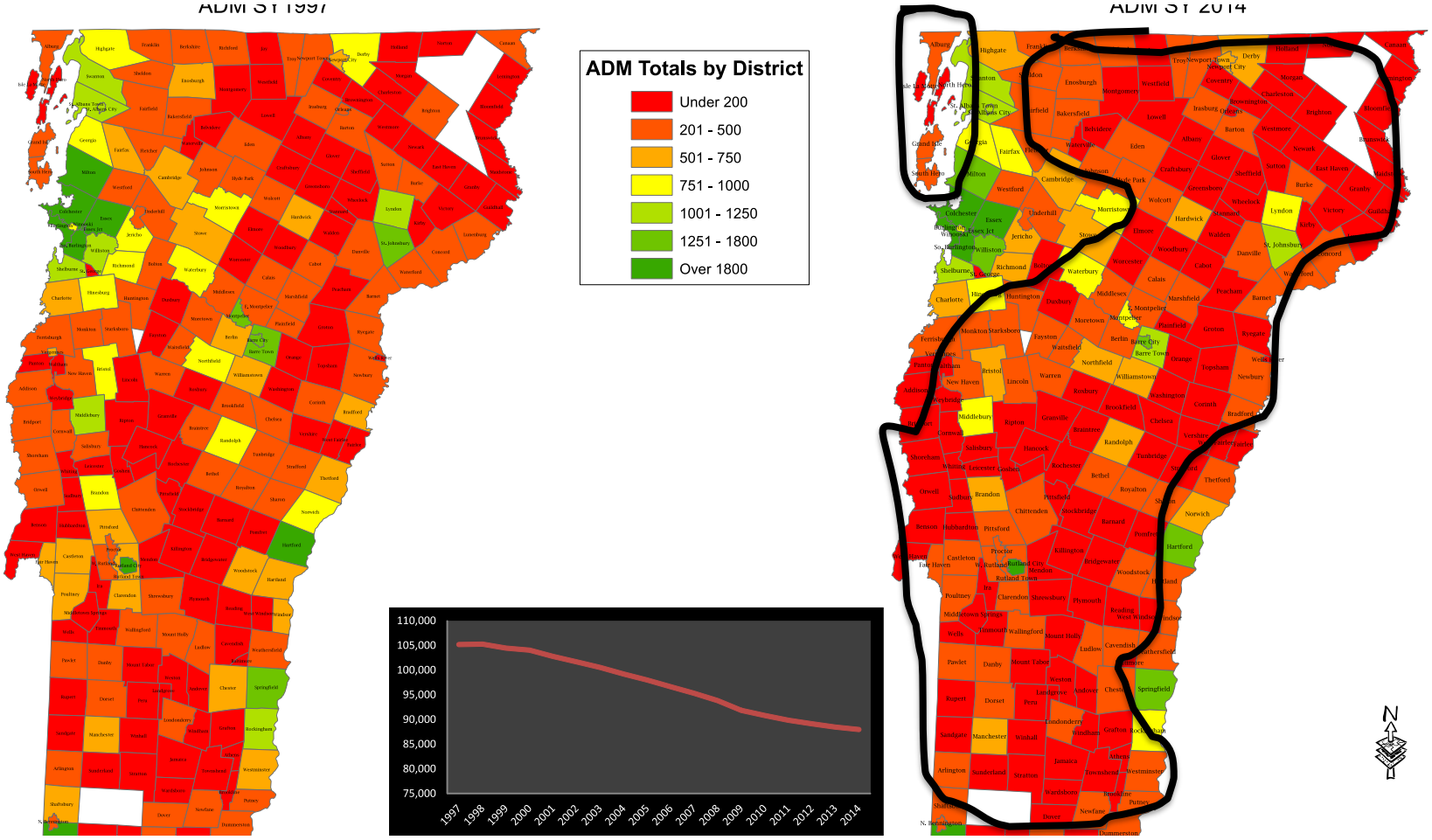
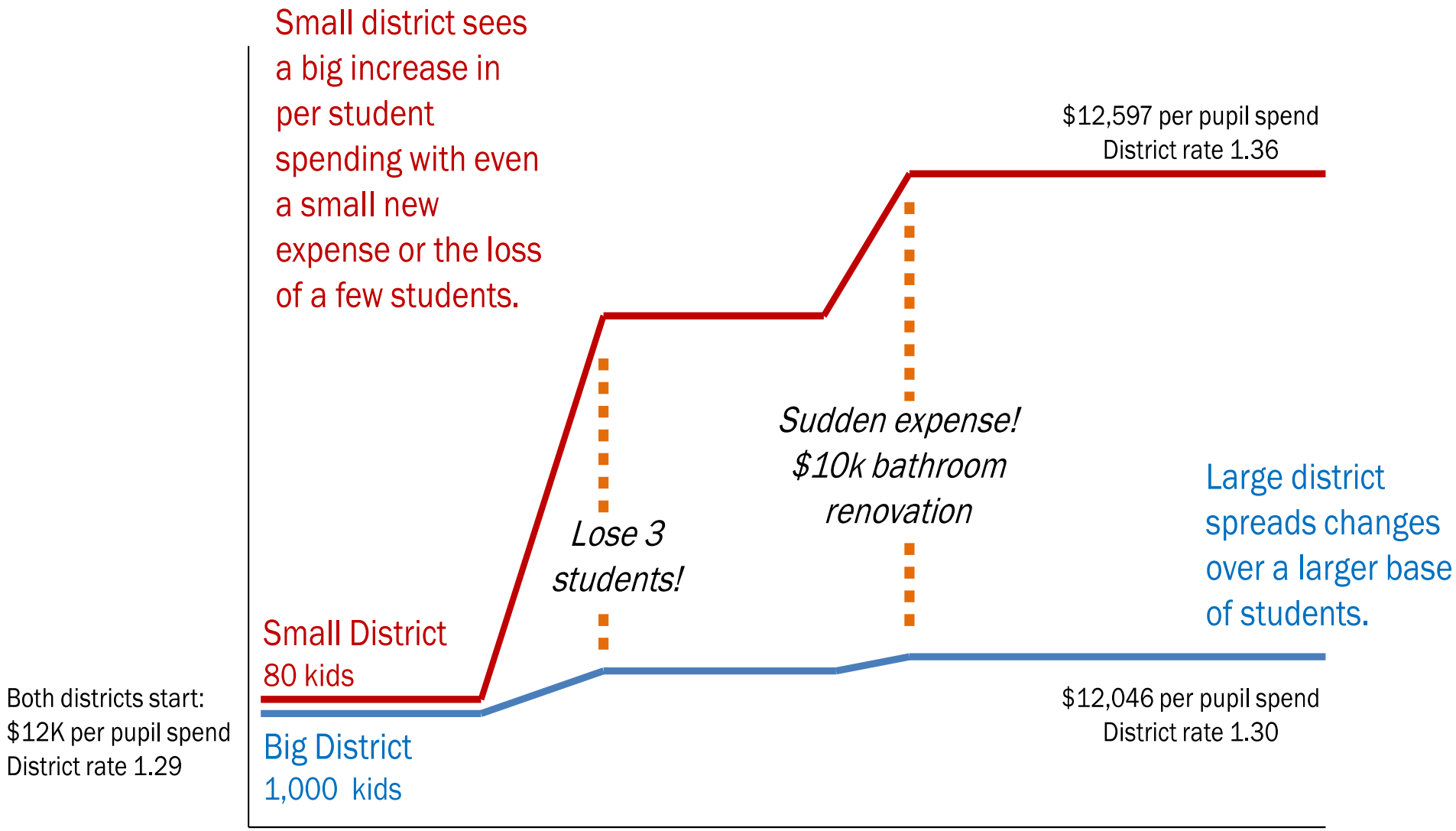
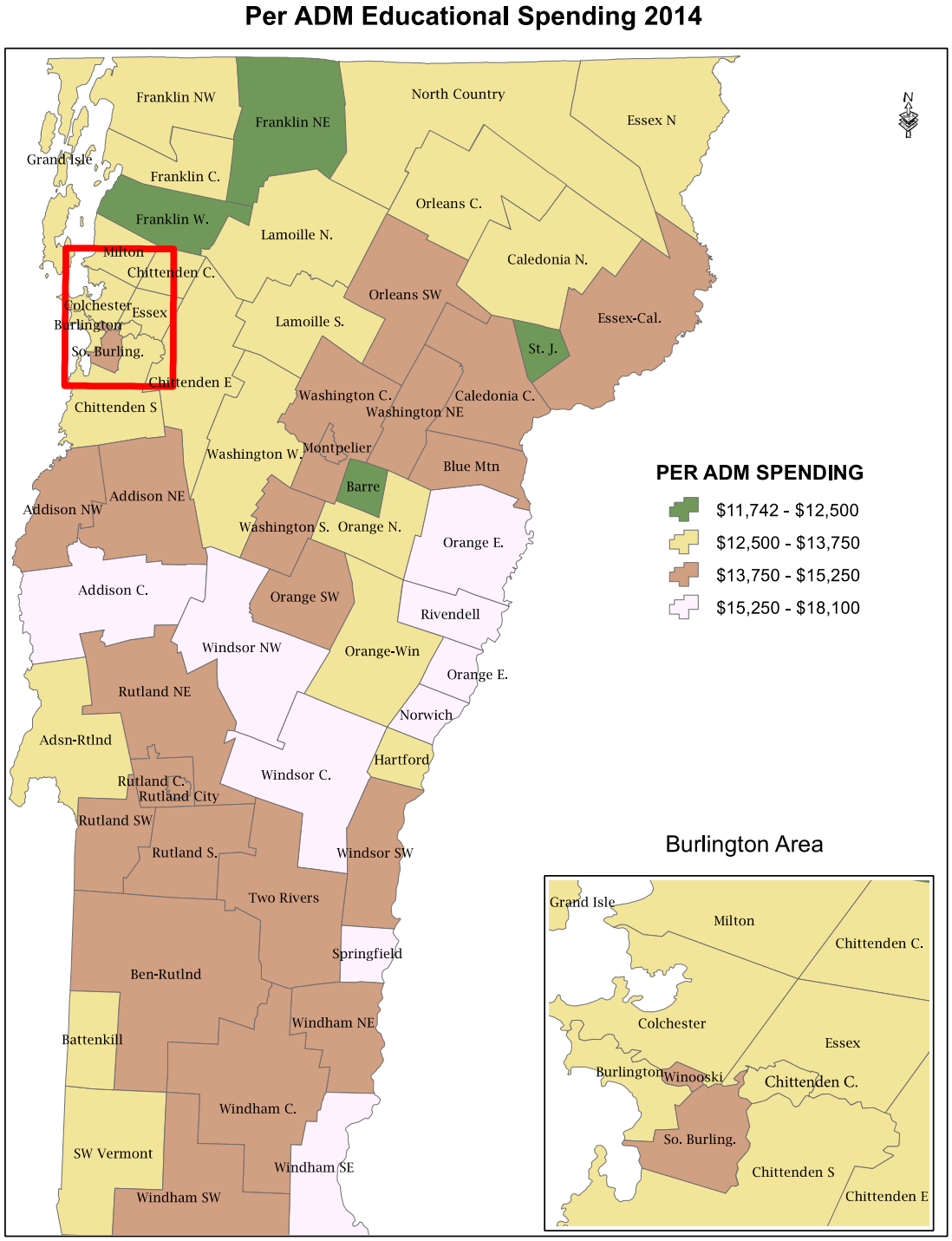


# How Does Our Funding Formula Work for Small Districts?



Per ADM spending is high in different areas for different reasons.



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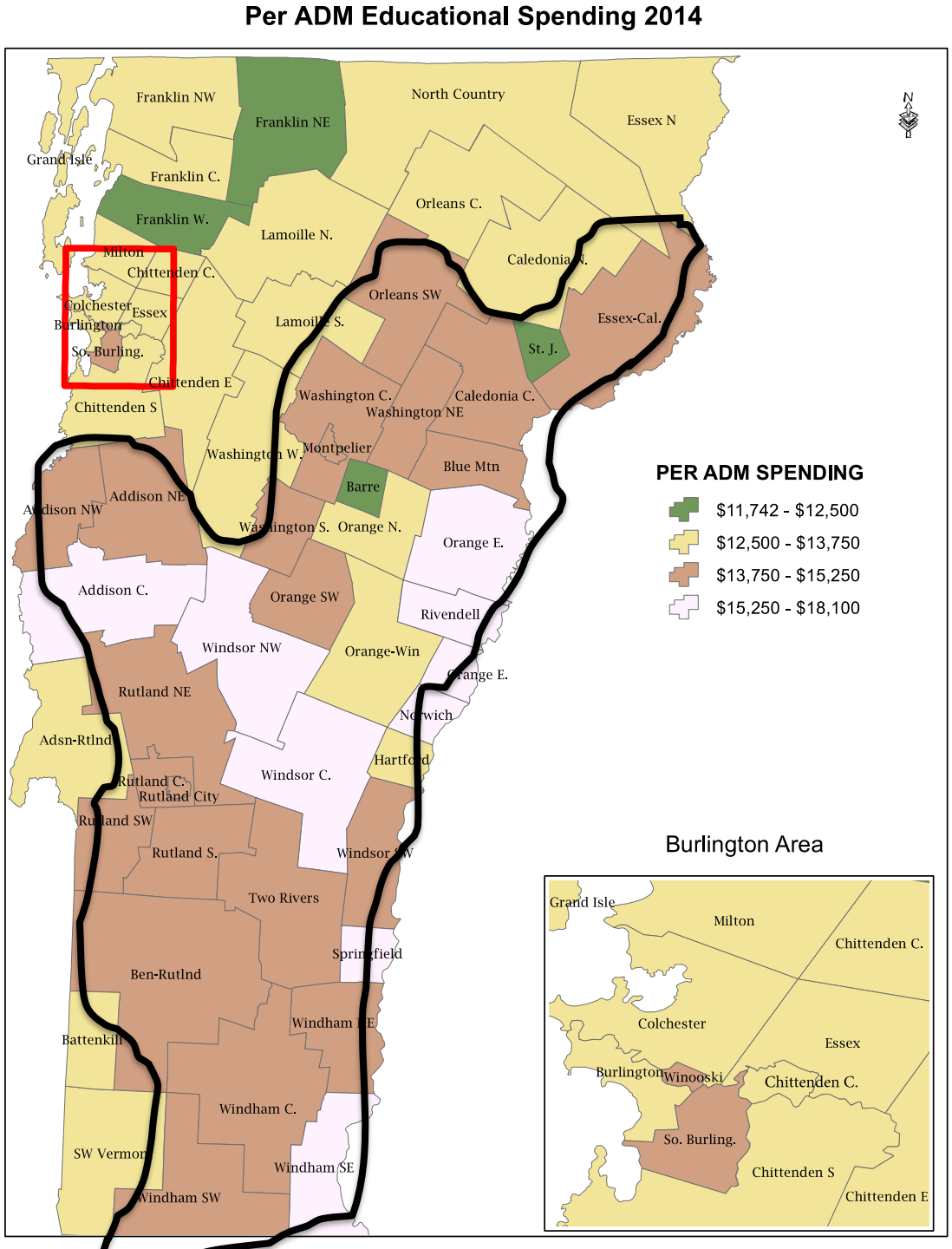
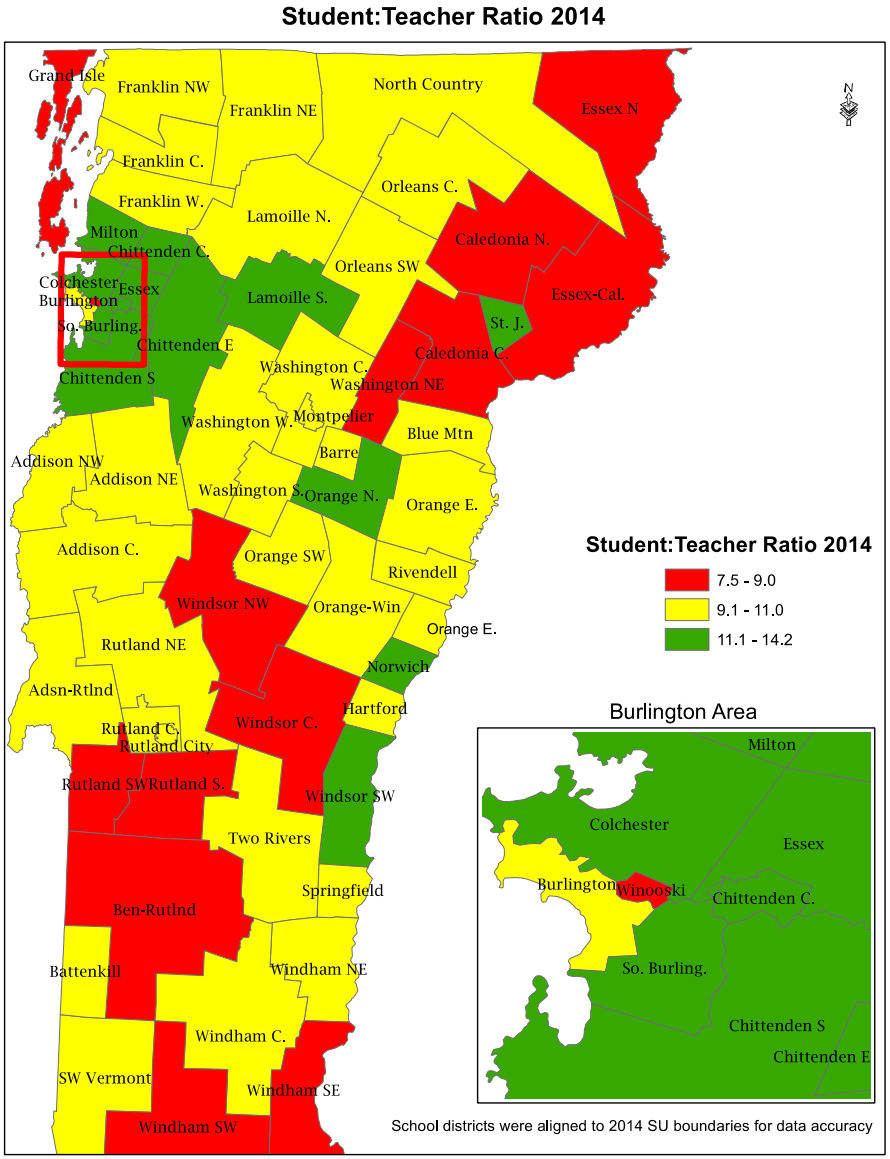


# Student Teacher Ratios

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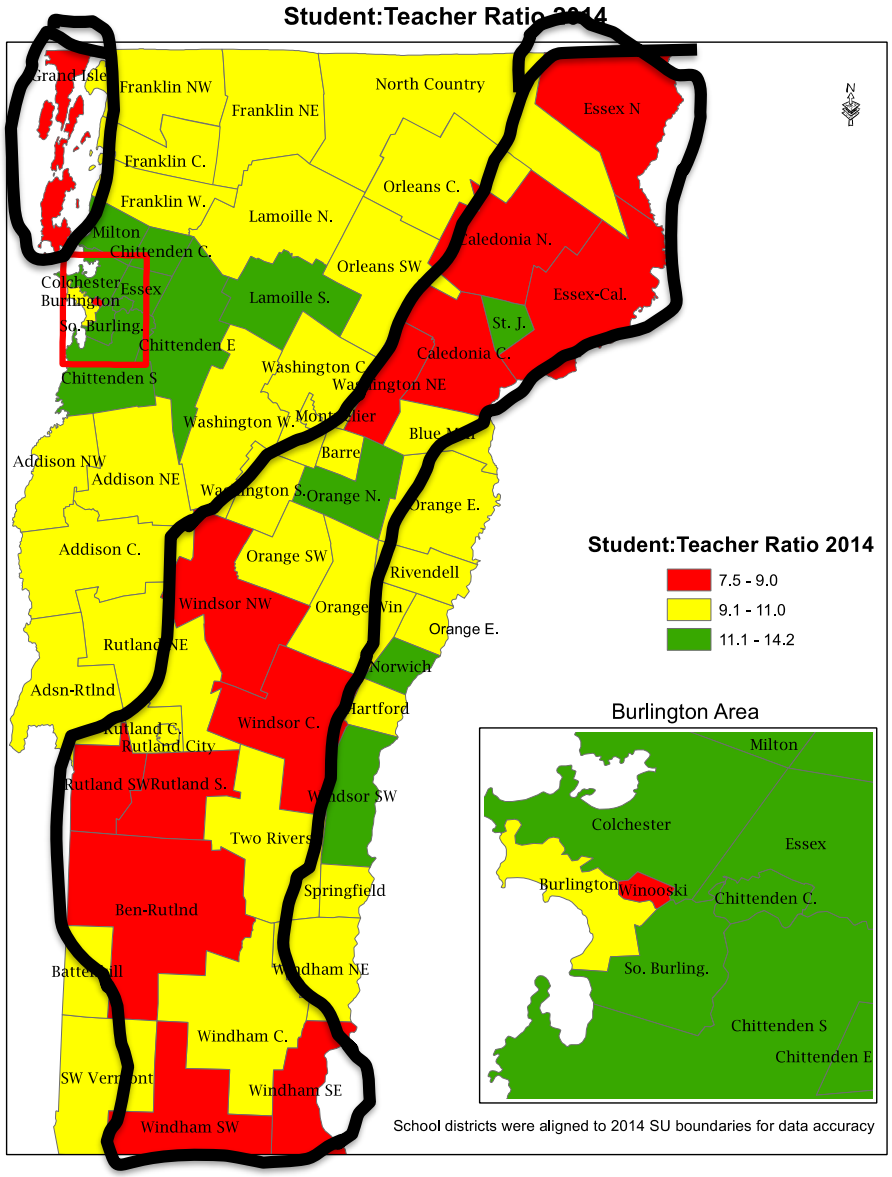


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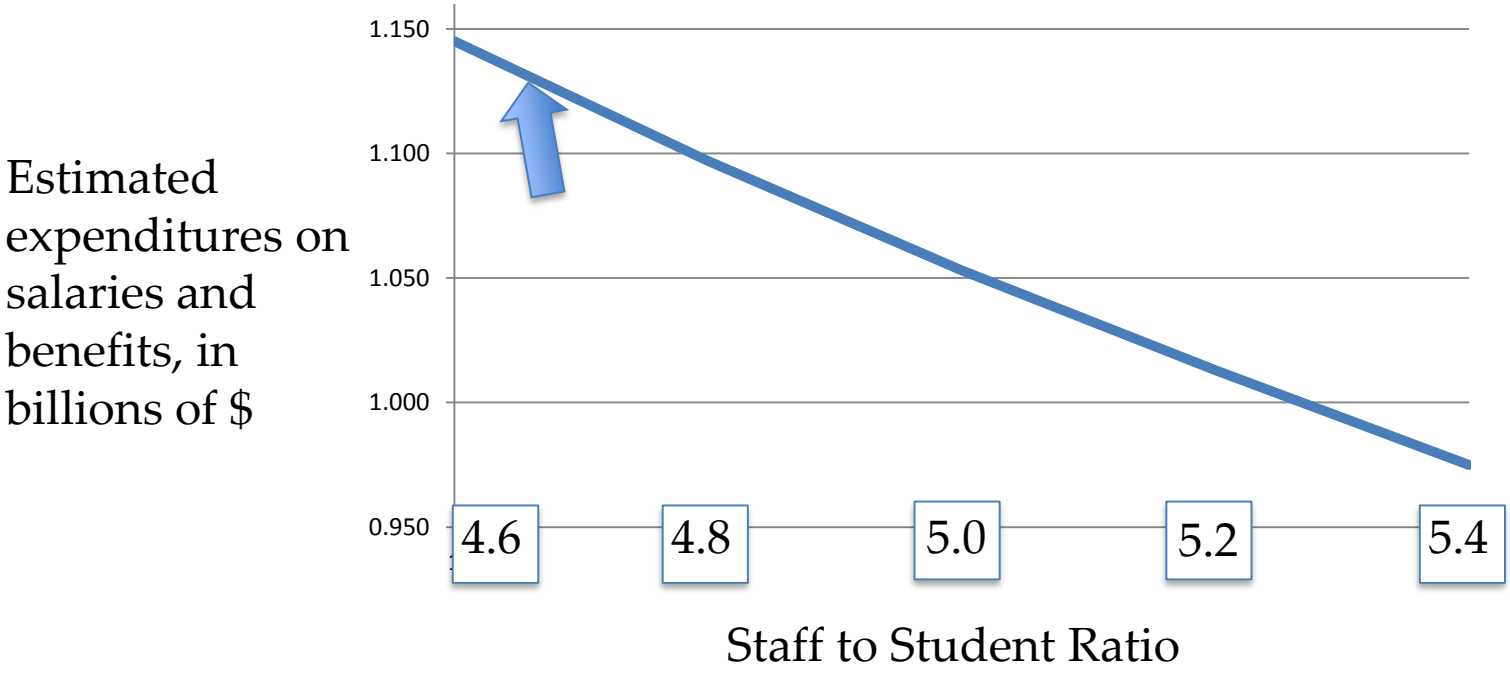
# Thought Exercise
## (of course, real life is not this simple)

- Our student-to-staff ratio is about 4.67 to 1.
- If, through planned retirements, the statewide ratio were increased to 5 to 1, we would hypothetically save an estimated $74 million dollars annually.

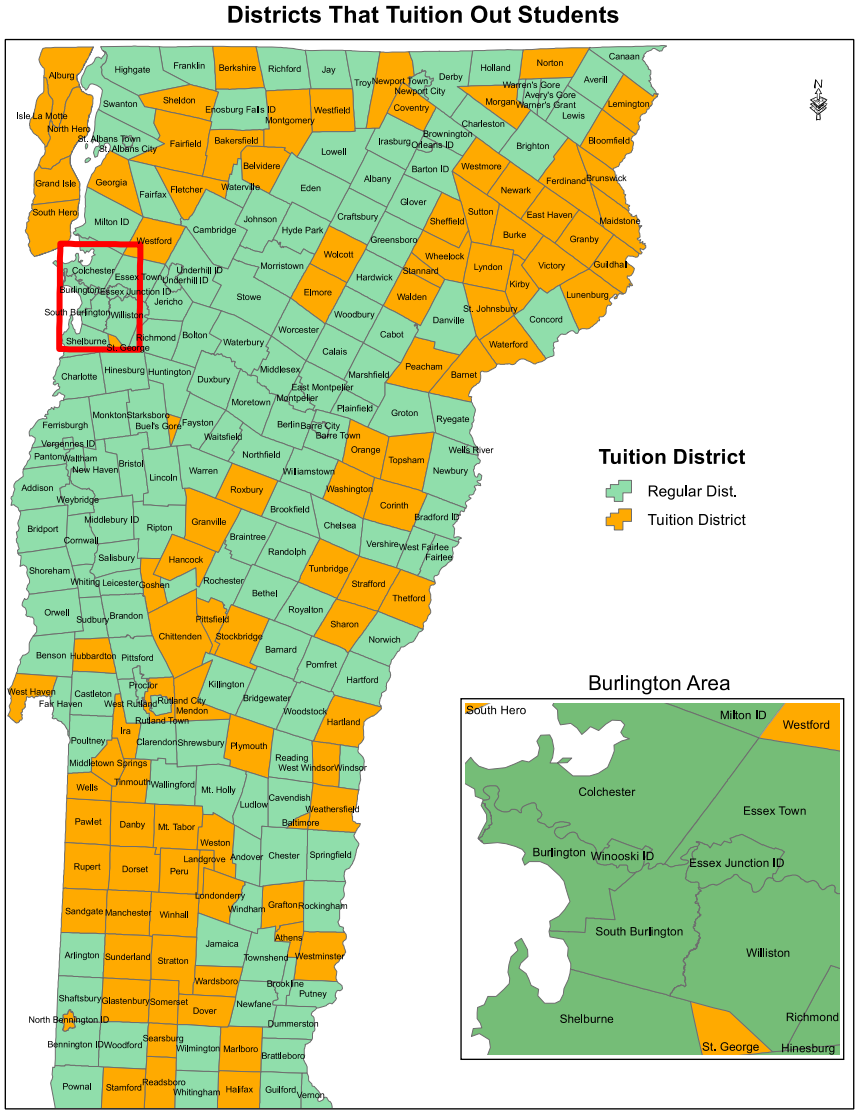


# Stability Indicators

We have an aging population (second oldest in the nation). This means:

- Fewer voters with children in schools, and
- Fewer voters contributing to the working economy.

# Different strategies for different regions: Tuitioning districts and operating districts



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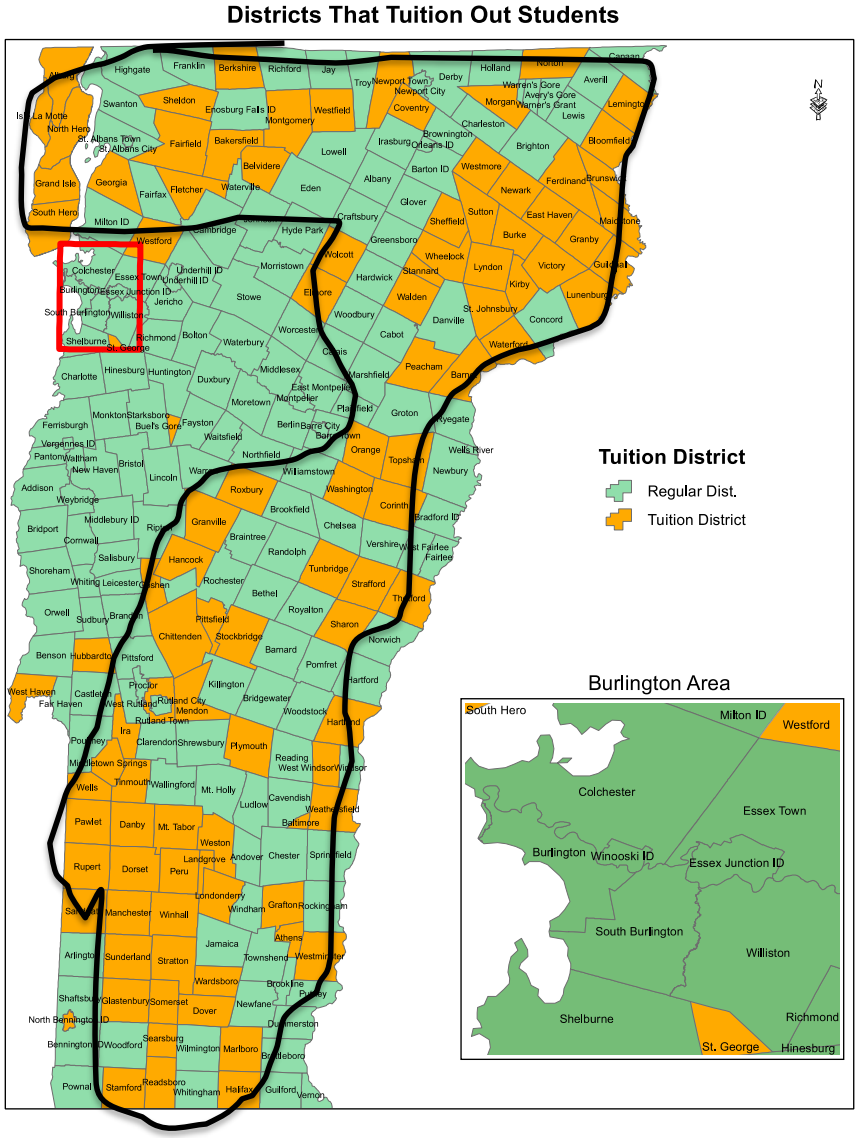

# Challenges: Operating Districts

**VOICE:**

- Voters vote on what to spend and how to spend it.

**CHOICE:**

- Typically maximize student choice through broadening programs, increasing scale, transformative use of technology, forming a union (e.g. CVU or Mountain RED) or collaborating or sharing staff with neighboring districts.

**RISK/FINANCIAL CERTAINTY:**

- Particularly for small schools at the secondary level, cost pressures associated with declining enrollment can be acute.
- Costs and cuts can be shared across all operational units.

# Scale affects the breadth of opportunities you can provide onsite

Course offerings in two middle schools which feed into the same high school:

| **School A:** | | **School B:** | |
|---|---|---|---|
| Language Arts (grade 7) | 3 sections | Language Arts (grade 7) | 1 section |
| Language Arts (grade 8) | 3 sections | Language Arts (grade 8) | 1 section |
| Mathematics (grade 7) | 3 sections | Mathematics (grade 7) | 1 section |
| Mathematics (grade 8) | 3 sections | Mathematics (grade 8) | 1 section |
| Algebra I | 1 section | | |
| Science | 6 sections | Science | 1 section per grade |
| Social Studies | 6 sections | Social Studies | 1 section per grade |
| Art | 20 sections | Art | |
| Physical Education | | Physical Education | |
| French | 19 sections | | |
| Concert Band | 2 sections | | |
| Chorus | 2 sections | | |
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| Health Education | 20 sections | | |
| Industrial Arts | 20 sections | | |
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- Some schools have already cut arts and languages.
- Some schools are cutting or never had instructional coaches.
- Students enter high school with different levels of preparation.

Scale shapes how districts choose to educate. Imagine two schools:

| | **School A** | **School B** |
|---|---|---|
| Ed Spending per EqPup | 13,413.10 | $13,499.30 |
| Actual Homestead Tax Rate | 1.428 | 1.4181 |
| School Size | ≈300 | ≈90 |

# Scale affects the breadth of opportunities you can provide onsite.

**School A:**

**Science**

Earth Science
Biology
Biology—Other
Chemistry
Physics
AP Physics B
AP Environmental Science
Technical Science
Life and Physical Sciences—Proficiency Development
Life and Physical Sciences—Independent Study

**School B:**

**Science:**

Biology
Physical Science
Forensics

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**School B:**

**Science:**

Biology
Physical Science
Forensics

How do you find one teacher who can teach biology, chemistry, physics and earth science?

What if you don't like your science teacher?

How does one teacher support hands-on learning in all these subjects?

# Challenges:
# Towns that tuition at all or some levels

**VOICE:**

- Voters do not vote on tuition or governance of receiving schools.

**CHOICE:**

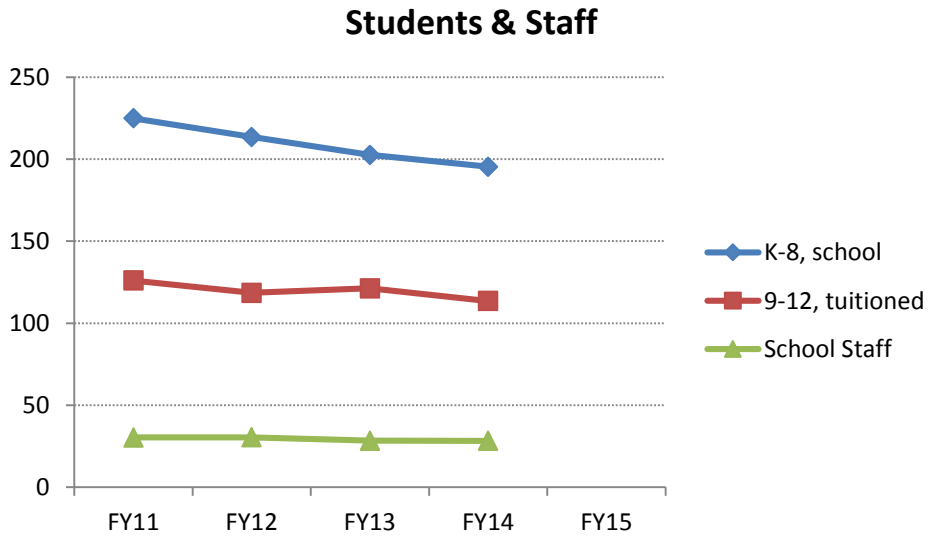
- For most, parents choose where to send children.

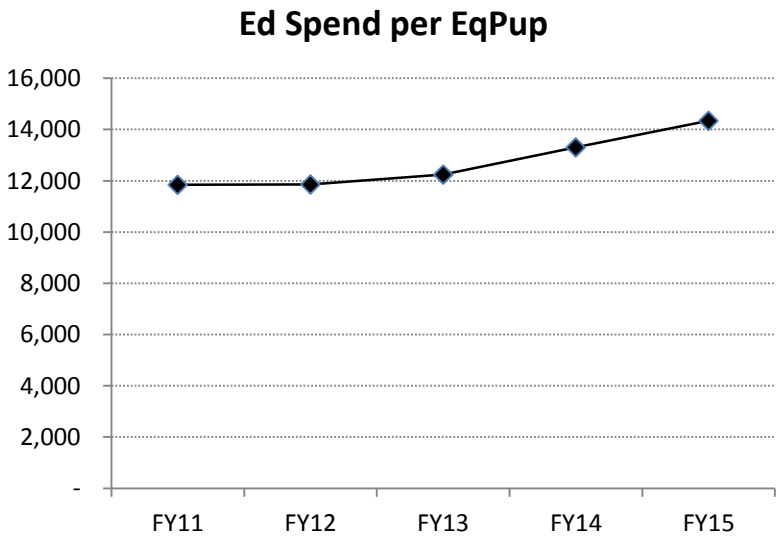
**RISK/FINANCIAL CERTAINTY:**

- Dependent on tuition decisions made in other towns or in independent schools.
- Changes in enrollment can have a big impact on the budget and on program at the elementary level.

# Challenges in tuitioning districts: Tuition rates

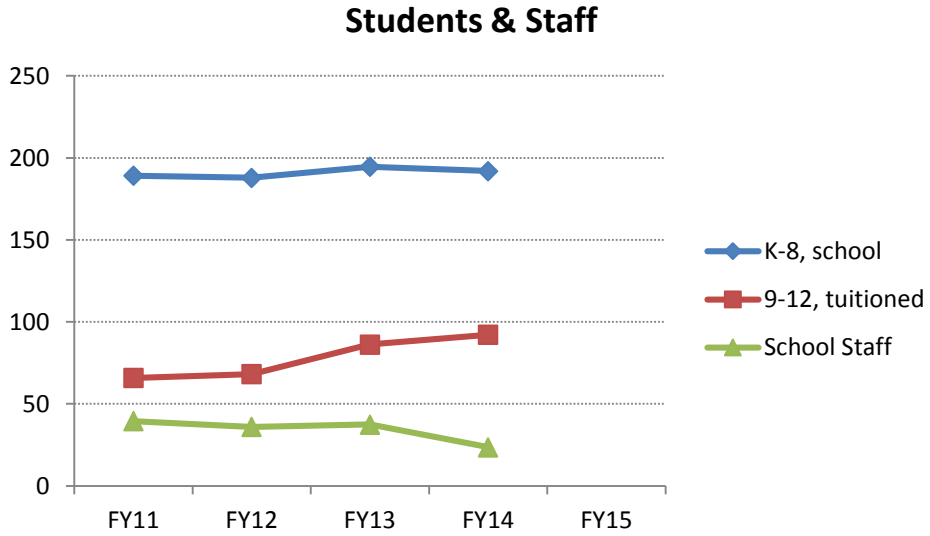
- Even though student and staff counts may decrease, spending per pupil can increase due to increased tuition rates.

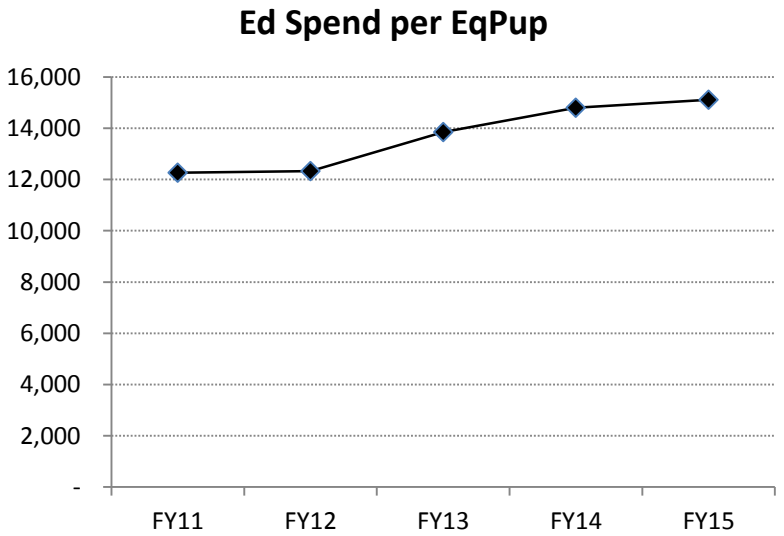


# Challenges in tuitioning districts: Proportionally more secondary students than elementary students

- Costs can also rise as more students for whom tuition must be paid move into the district. If a budget fails, only local school costs can be reduced.



Schools and teachers don’t get better in isolation.  They get better by getting feedback and exposure to new ideas that enable them to improve.

# Critical Questions

- Has your budget failed on the first try in the last two years?
- Do you have declining enrollments?
- Have you had significant or recurring turnover in leadership?
- Are you offering your students less today than you did ten years ago?
- When you discuss your budget are you talking what programs to trim, rather than how to improve opportunities for children?

# We face risk, but also great opportunity:


How can we best provide high quality, stable schools for our children?