

Data Presentation State Profile

Zoie Saunders, Secretary, Agency of Education

Jill Briggs Campbell, Interim Deputy Secretary, Agency of Education

Emily Simmons, Legal Counsel, Agency of Education

Overview

- **State Data Profile:** Statewide trends at the Supervisory Union/School District level

State Profile

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

State Profile

The state profile provides a 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
- Expenditures

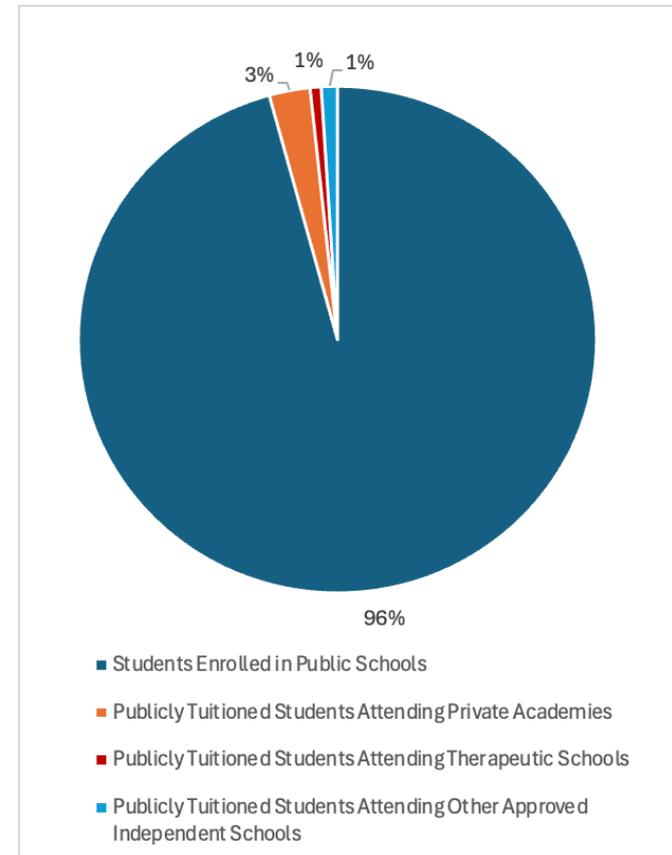
Things to Consider

- 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.
- Most data is from FY 23, although, where available, the Agency has used data from FY 24 and the current fiscal year.
- All data has been through a validation process with SU/SDs and Agency staff.

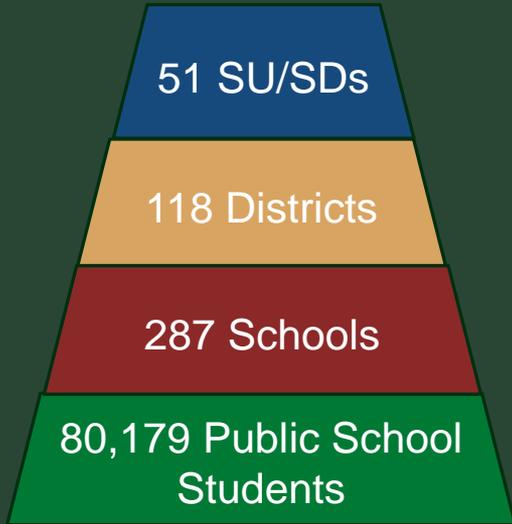
Vermont Education at a Glance

Publicly Funded Students in Vermont: 2022-23 School Year

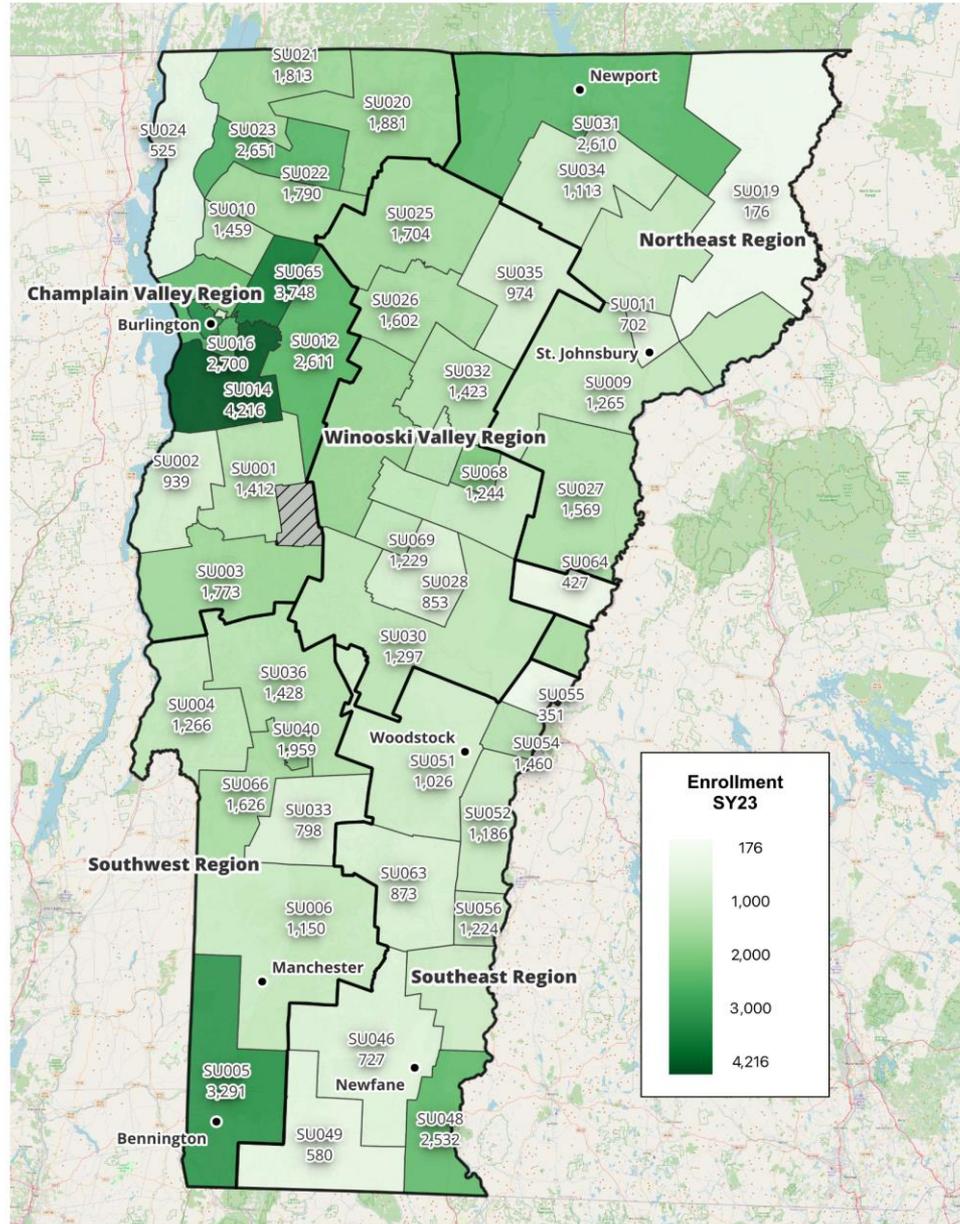
Students Enrolled in Public Schools	80,179
Publicly Tuitioned Students Attending Historic Academies	2,134
Publicly Tuitioned Students Attending Therapeutic Schools	578
Publicly Tuitioned Students Attending Other Approved Independent Schools	842
Total Publicly Funded Students	83,733



2022-23 SY Public Schools Landscape



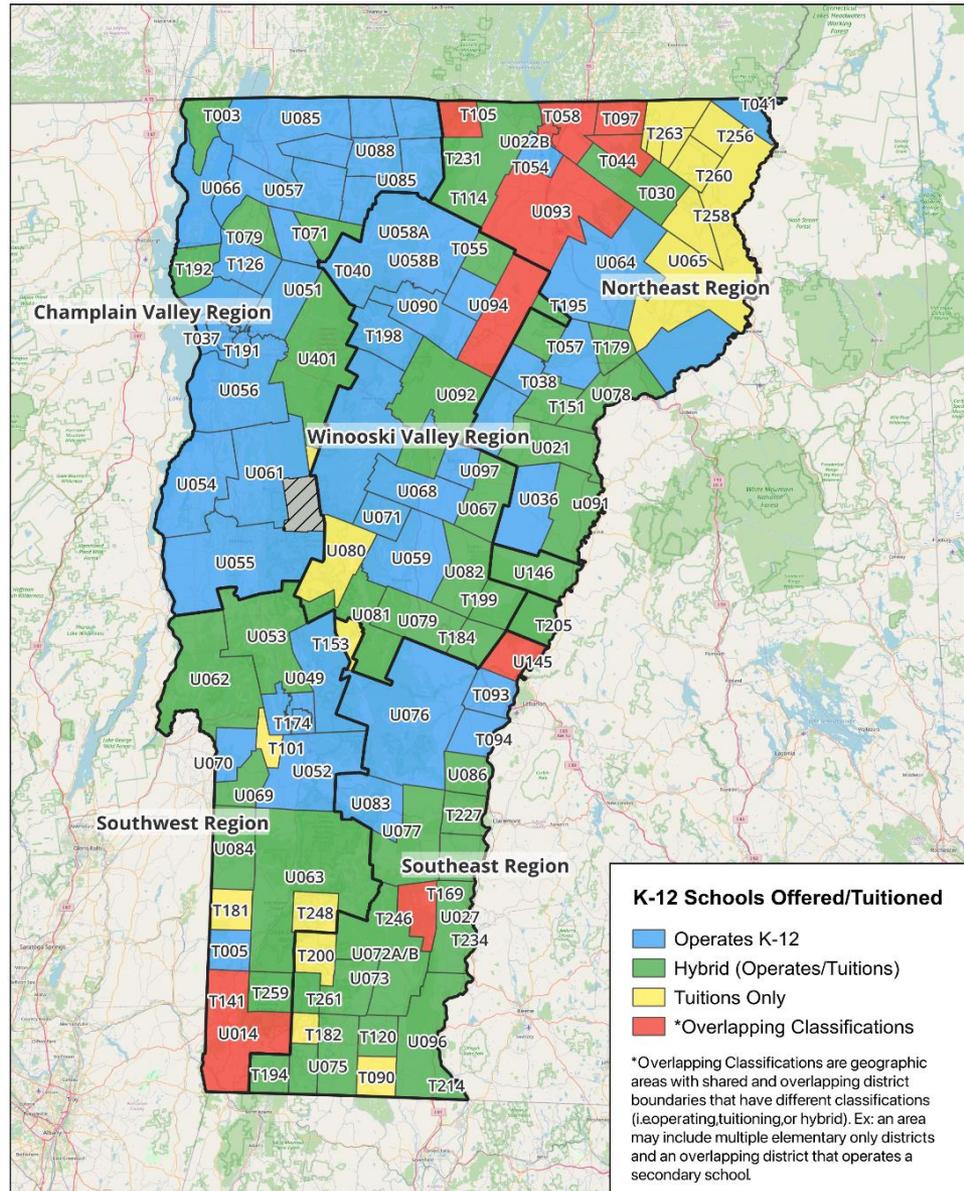
SU/SD Public School Enrollment 2022-23



SUNION	SU_name
SU001	MtAbraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
SU019	Essex N
SU020	Franklin NE
SU021	Missisquoi Valley
SU022	Franklin W
SU023	Maple Run
SU024	Grand Isle
SU025	Lamoille N
SU026	Lamoille S
SU027	Orange E
SU028	Orange SW
SU030	White River Valley
SU031	North Country
SU032	Washington Central
SU033	Mill River
SU034	Orleans Central
SU035	Orleans SW
SU036	Rutland NE
SU040	Rutland City
SU042	Harwood
SU046	Windham Central
SU047	Windham NE
SU048	Windham SE
SU049	Windham SW
SU051	Mountain Views
SU052	Windsor SE
SU054	Hartford
SU055	SAU #70
SU056	Springfield SD
SU061	Barre
SU063	Two Rivers
SU064	Rivendell Interstate
SU065	Essex Westford
SU066	Greater Rutland County
SU067	Kingdom East
SU068	Central Vermont
SU069	Montpelier Roxbury
SU070	Lincoln

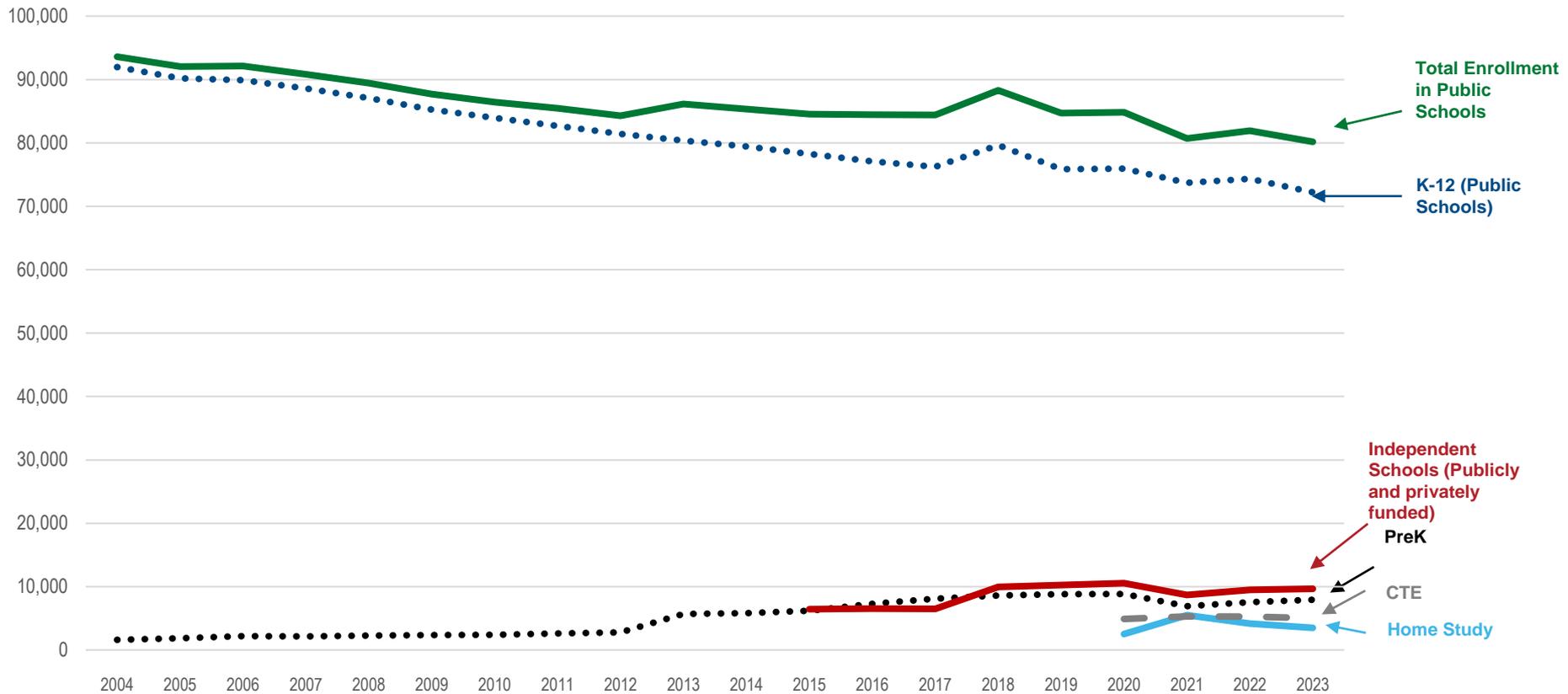
K-12 Grades Offered/Tuioned by District

K-12 Grades Offered/ Tuitioning Patterns by District



National Rankings (FY 23)

	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



Changes in Enrollment

Overall enrollment in K-12 public education has declined 21.5% between the 2003-04 and 2022-23 school years. The biggest changes in enrollment occurred prior to the pandemic.

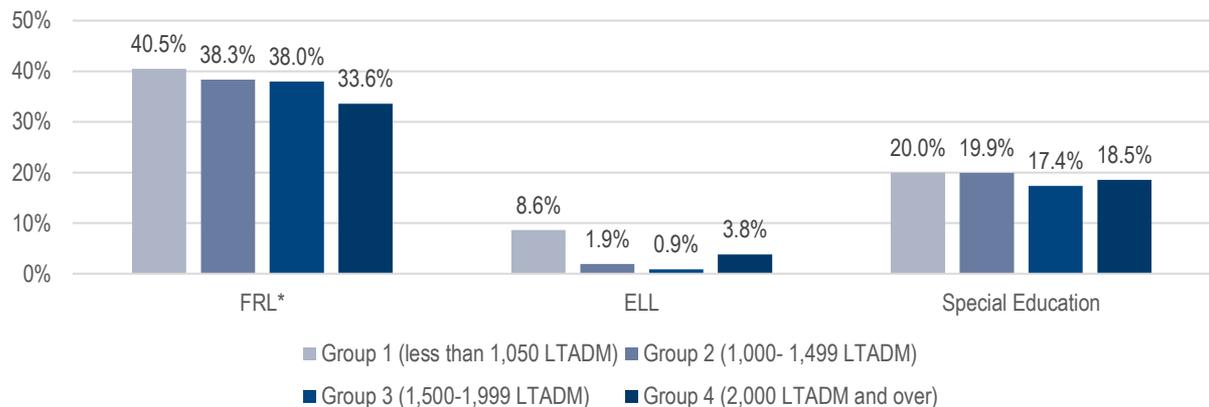
Student Demographic Trends

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 student need.

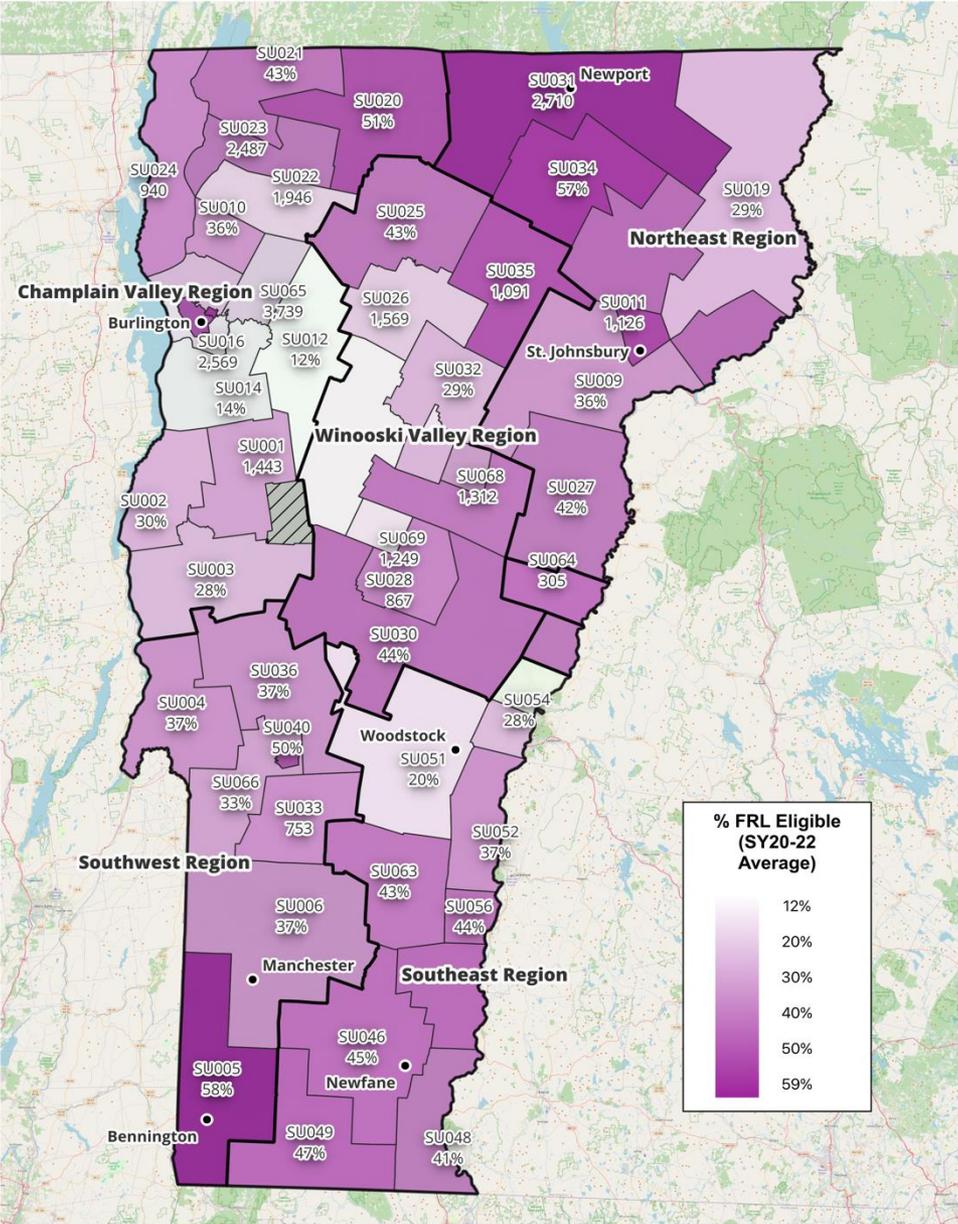
Demographics, 2019-20 to 2022-23				
	2019-20	2020-21	2021-22	2022-23
Free And Reduced Price Lunch (FRL)				
Statewide Average	36.5%	35.7%	35.8%	32.1%*
Range	13.1-61.6%	9.5-58.8%	10.7-62.1%	8.3-60.9%*
Special Education IEPs				
Statewide Average	17.9%	17.4%	18.3%	18.6%
Range	6.4-29.8%	5.5-29.6%	6.3-30.5%	6.0-35.6%
English Language Learners (ELL)				
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%

Average Student Demographics by SU/SD Size Categories (Using LTADM), 2022-23



FRL Percentage, Three-Year Average 2019-20 to 2021-22

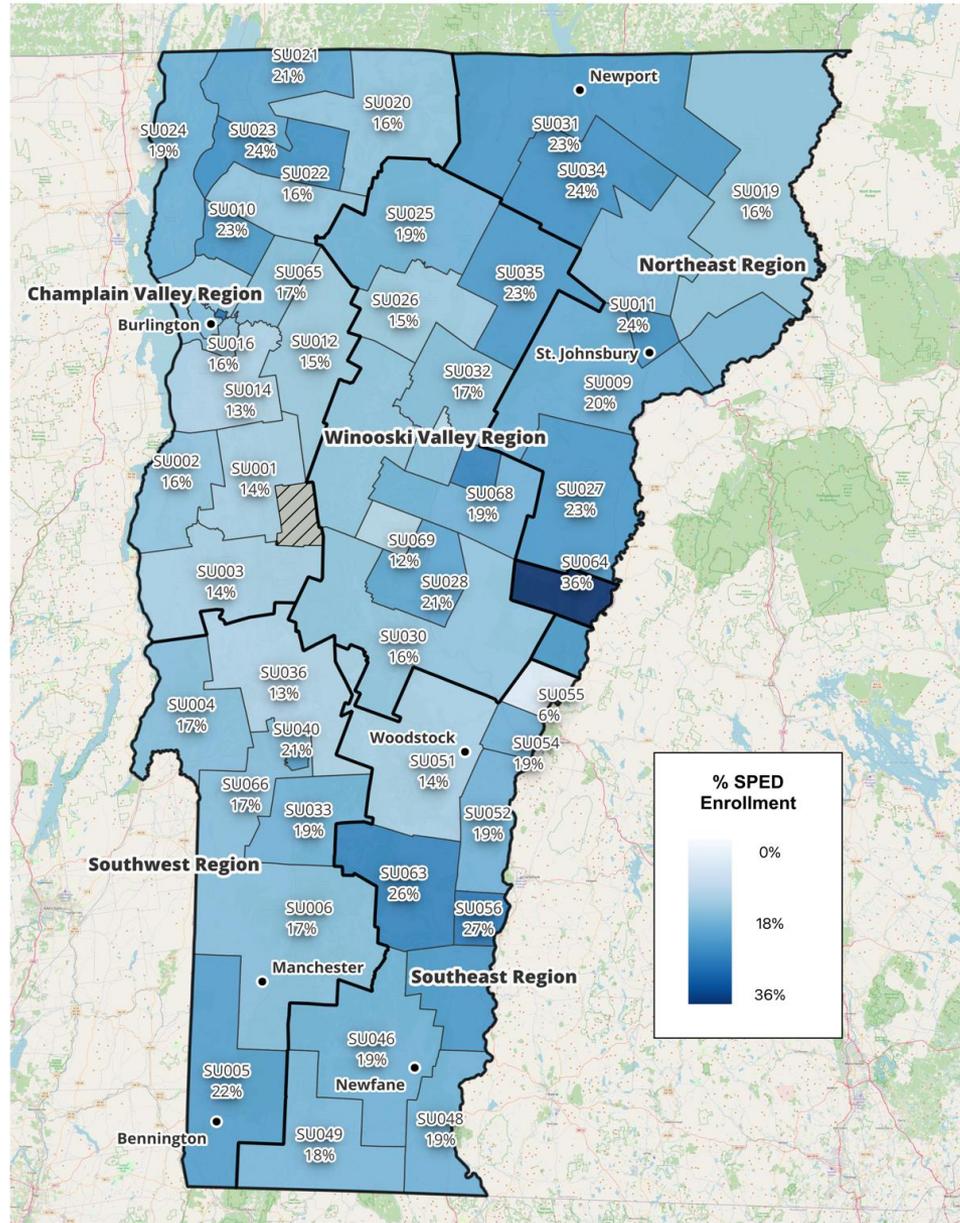
Free & Reduced Price Lunch Eligibility by SU (3-Year Average)



SUNION	SU_name
SU001	Mt.Abraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
SU019	Essex N
SU020	Franklin NE
SU021	Missisquoi Valley
SU022	Franklin W
SU023	Maple Run
SU024	Grand Isle
SU025	Lamoille N
SU026	Lamoille S
SU027	Orange E
SU028	Orange SW
SU030	White River Valley
SU031	North Country
SU032	Washington Central
SU033	Mill River
SU034	Orleans Central
SU035	Orleans SW
SU036	Rutland NE
SU040	Rutland City
SU042	Harwood
SU046	Windham Central
SU047	Windham NE
SU048	Windham SE
SU049	Windham SW
SU051	Mountain Views
SU052	Windsor SE
SU054	Hartford
SU055	SAU #70
SU056	Springfield SD
SU061	Barre
SU063	Two Rivers
SU064	Rivendell Interstate
SU065	Essex Westford
SU066	Greater Rutland County
SU067	Kingdom East
SU068	Central Vermont
SU069	Montpelier Roxbury

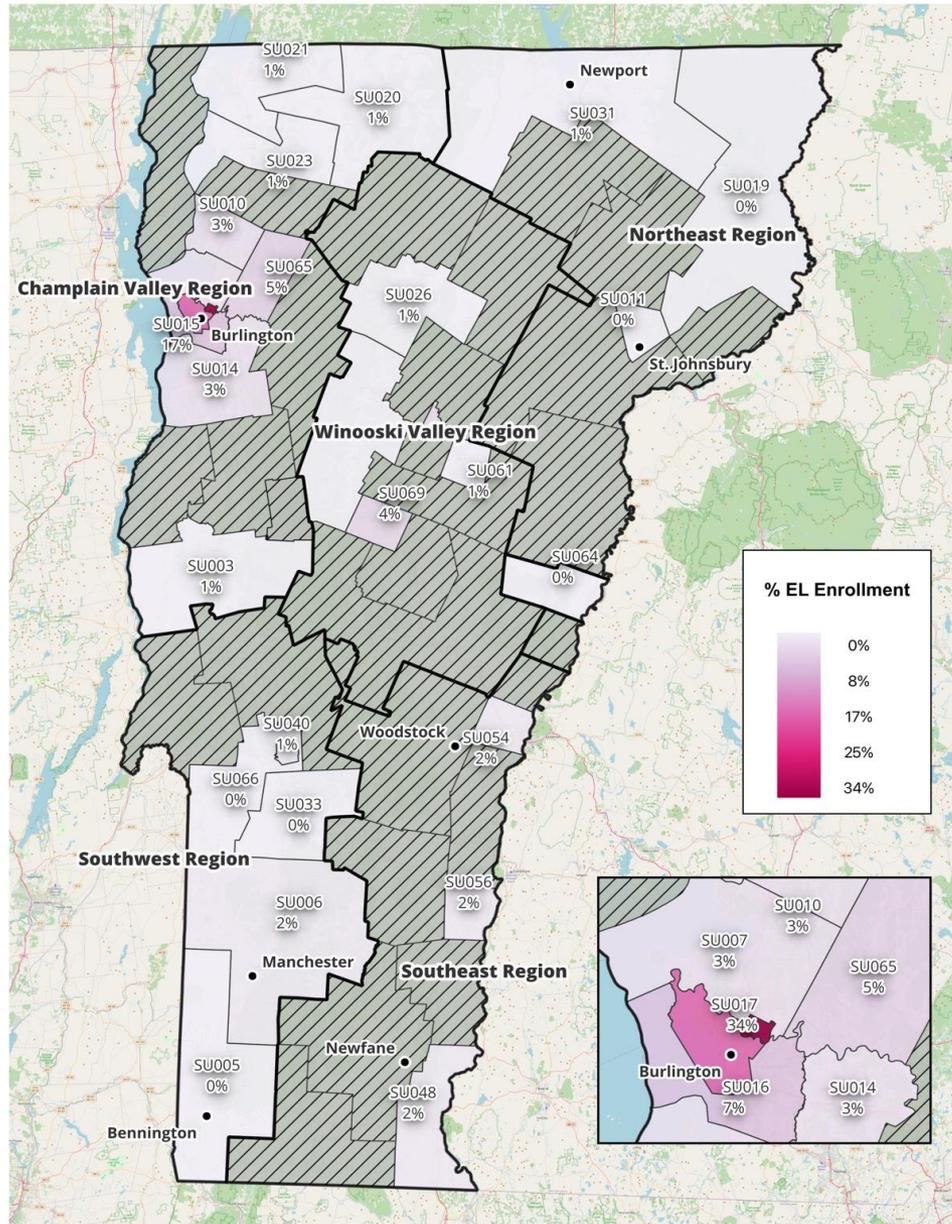
Special Education Percentage 2022-23 School Year

Special Education Enrollment by SU (SY23)



SUNION	SU_name
SU001	Mt.Abraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
SU019	Essex N
SU020	Franklin NE
SU021	Missisquoi Valley
SU022	Franklin W
SU023	Maple Run
SU024	Grand Isle
SU025	Lamoille N
SU026	Lamoille S
SU027	Orange E
SU028	Orange SW
SU030	White River Valley
SU031	North Country
SU032	Washington Central
SU033	Mill River
SU034	Orleans Central
SU035	Orleans SW
SU036	Rutland NE
SU040	Rutland City
SU042	Harwood
SU046	Windham Central
SU047	Windham NE
SU048	Windham SE
SU049	Windham SW
SU051	Mountain Views
SU052	Windsor SE
SU054	Hartford
SU055	SAU #70
SU056	Springfield SD
SU061	Barre
SU063	Two Rivers
SU064	Rivendell Interstate
SU065	Essex Westford
SU066	Greater Rutland County
SU067	Kingdom East
SU068	Central Vermont
SU069	Montpelier Roxbury

English Learner Enrollment by SU (SY23)



SUNION	SU_name
SU001	Mt.Abraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
SU019	Essex N
SU020	Franklin NE
SU021	Missisquoi Valley
SU022	Franklin W
SU023	Maple Run
SU024	Grand Isle
SU025	Lamoille N
SU026	Lamoille S
SU027	Orange E
SU028	Orange SW
SU030	White River Valley
SU031	North Country
SU032	Washington Central
SU033	Mill River
SU034	Orleans Central
SU035	Orleans SW
SU036	Rutland NE
SU040	Rutland City
SU042	Harwood
SU046	Windham Central
SU047	Windham NE
SU048	Windham SE
SU049	Windham SW
SU051	Mountain Views
SU052	Windsor SE
SU054	Hartford
SU055	SAU #70
SU056	Springfield SD
SU061	Barre
SU063	Two Rivers
SU064	Rivendell Interstate
SU065	Essex Westford
SU066	Greater Rutland County
SU067	Kingdom East
SU068	Central Vermont
SU069	Montpelier Roxbury

English Language Learners Percentage 2022-23 School Year

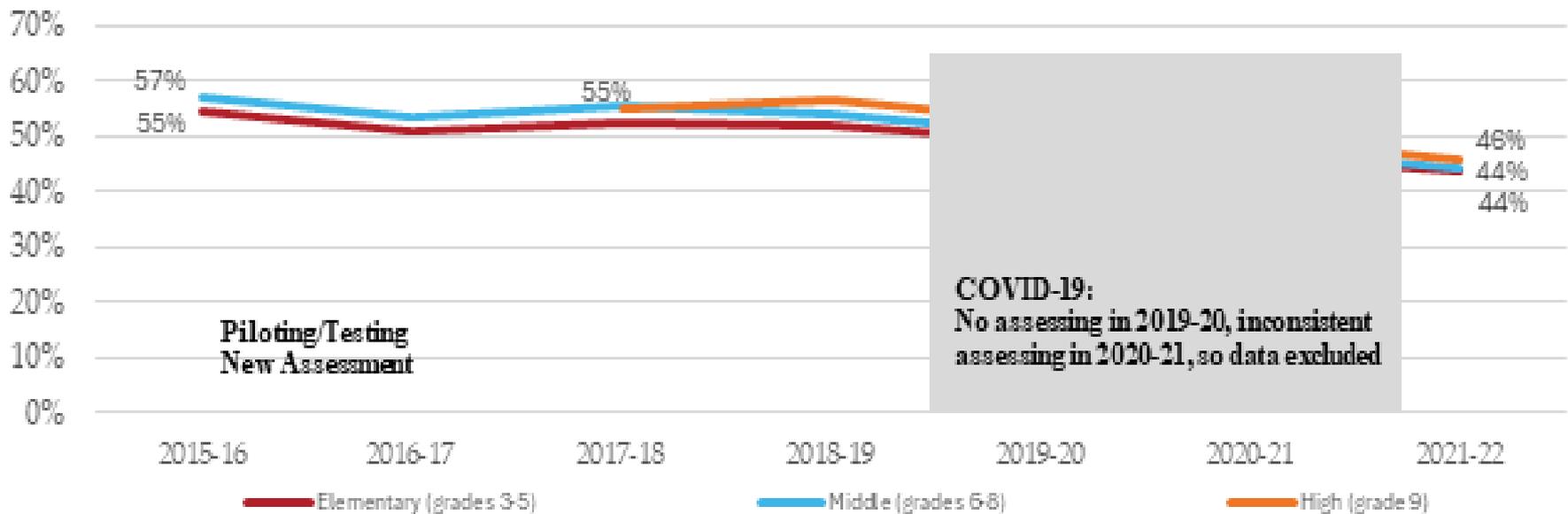
Student Outcomes

**STATE AND NATIONAL ASSESSMENTS,
GRADUATION RATES AND CHRONIC
ABSENTEEISM**

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.

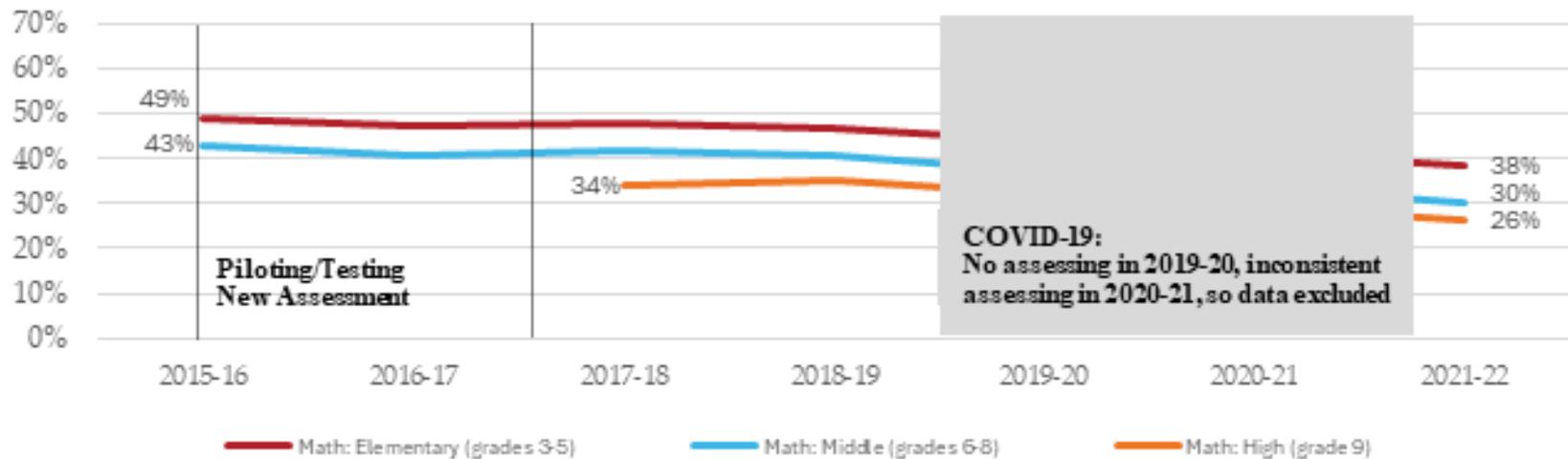
% of Students Proficient or Above in ELA and Math, 2015-16 to 2021-22



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.

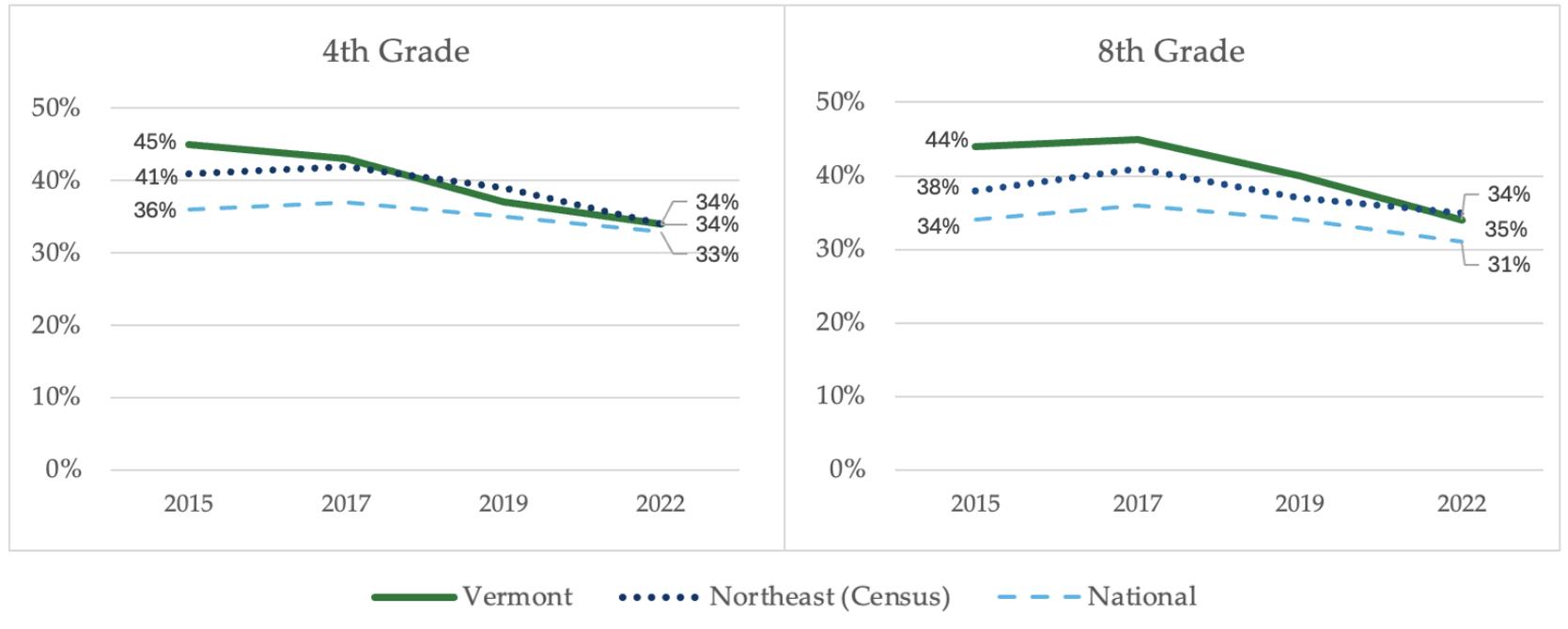
% of Students Proficient or Above in ELA and Math, 2015-16 to 2021-22



National Assessment of Educational Progress (NAEP)

NAEP Reading trends 2015-2022

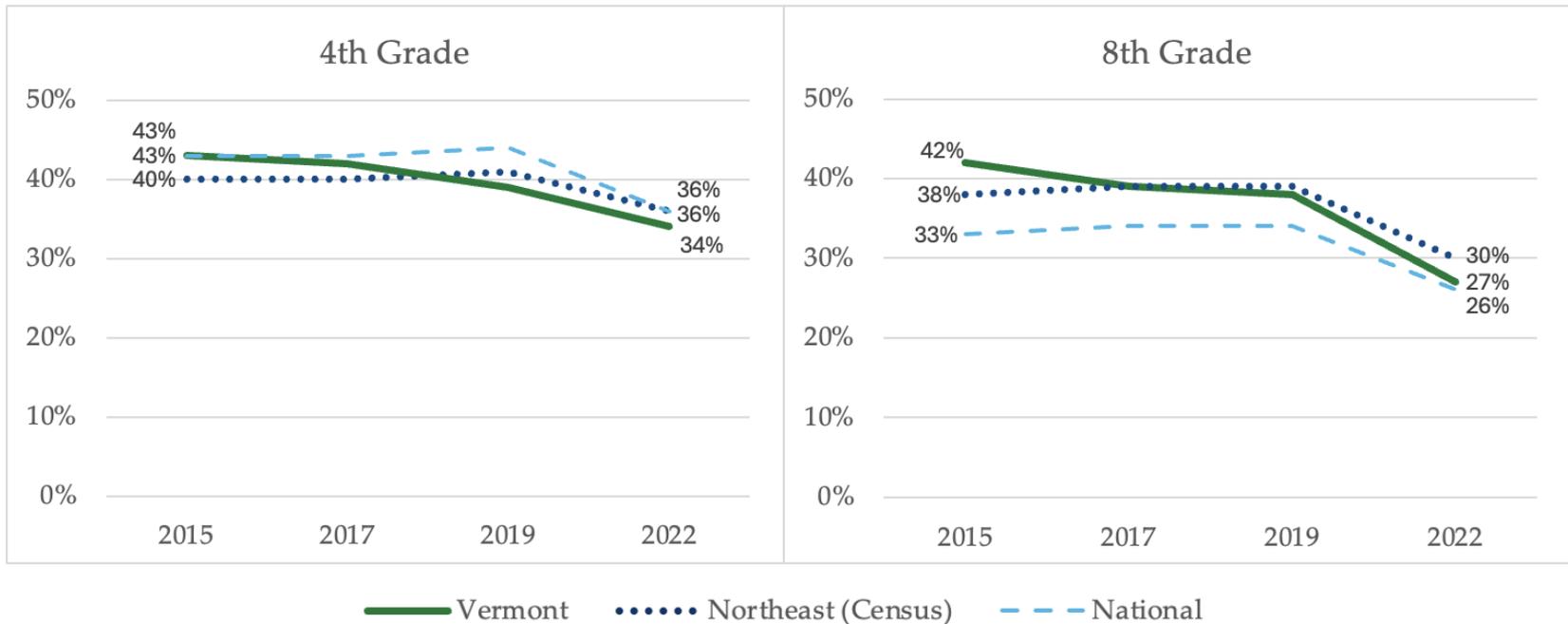
% of Students Proficient and Above on NAEP Reading, 2015 to 2022



National Assessment of Educational Progress (NAEP)

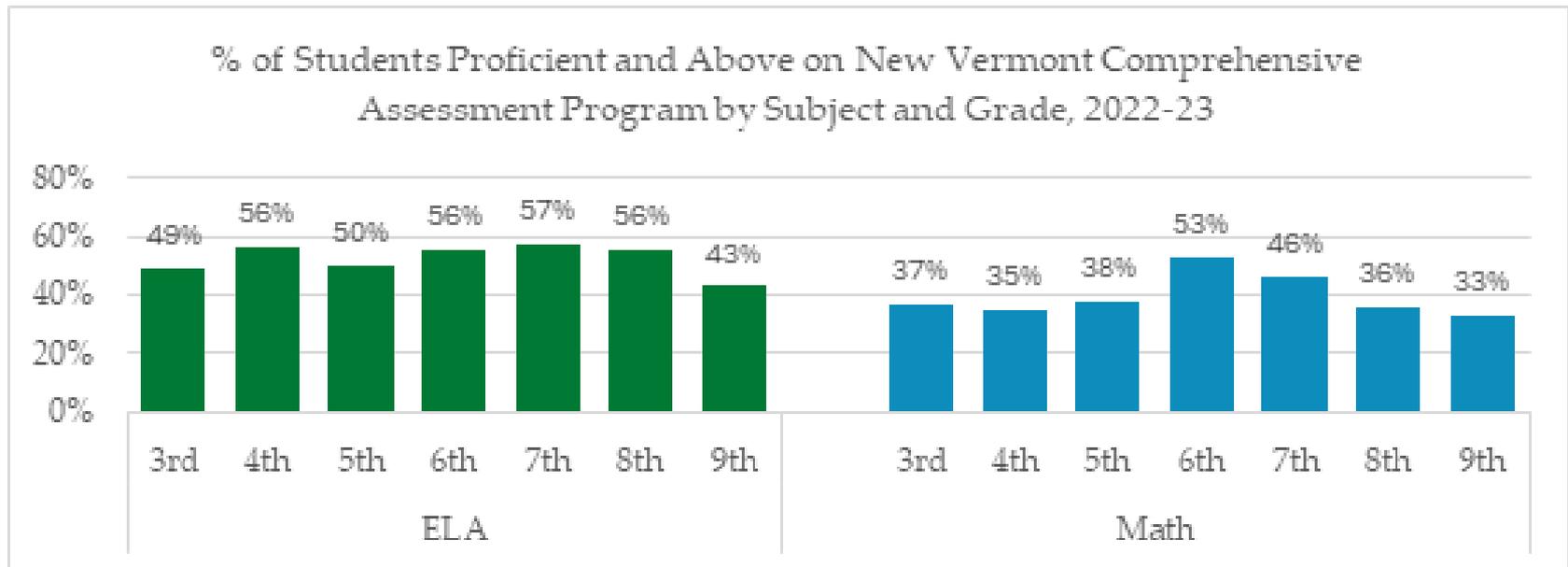
NAEP Math trends 2015-2022

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



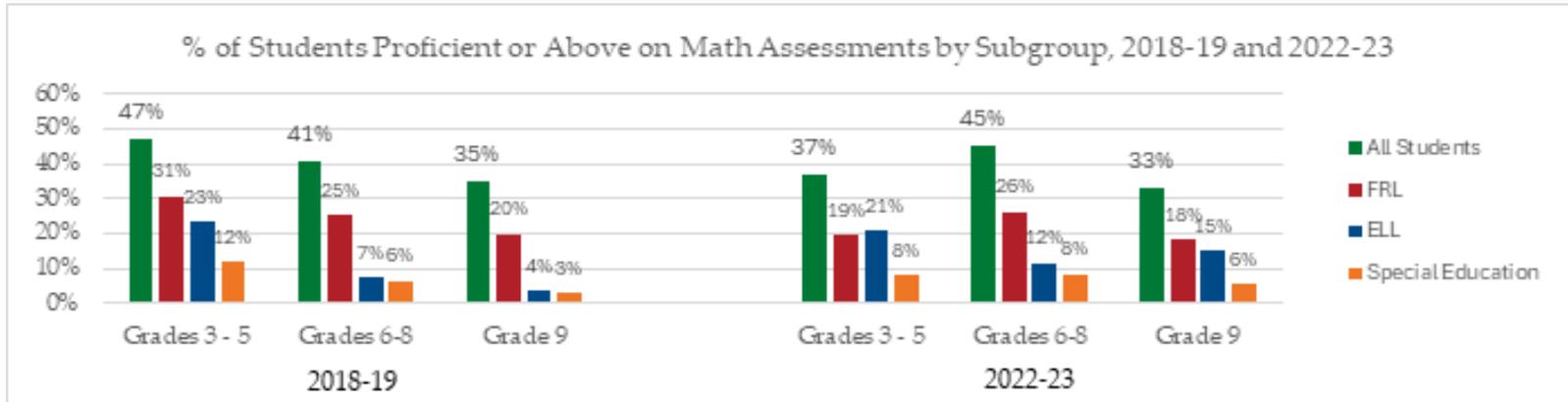
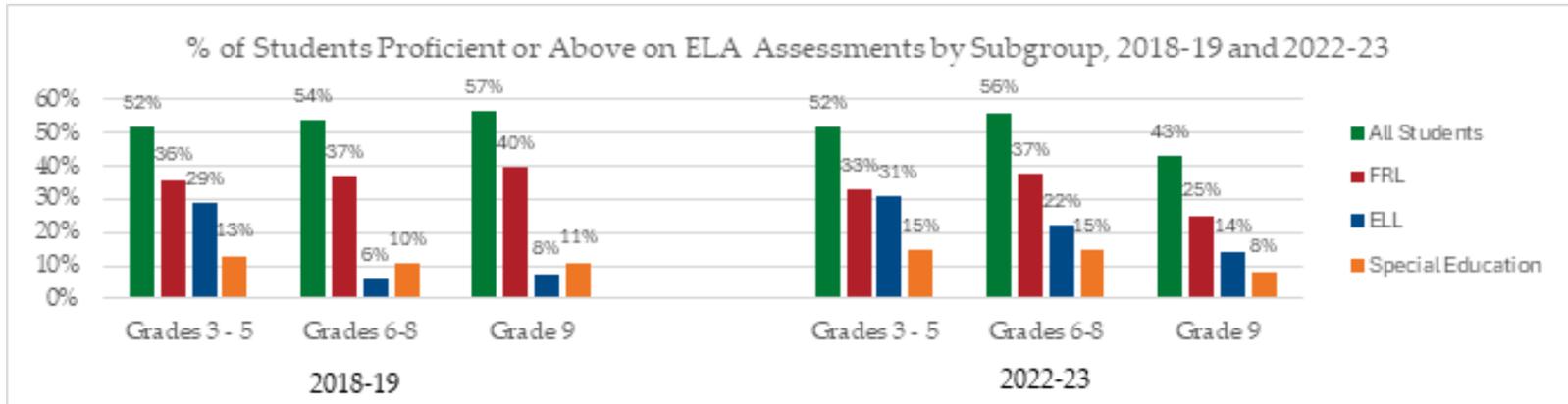
2022-2023 VT Comprehensive Assessment Program

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 Outcomes 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

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.

Chronic Absenteeism

Chronic absenteeism vs. Truancy:

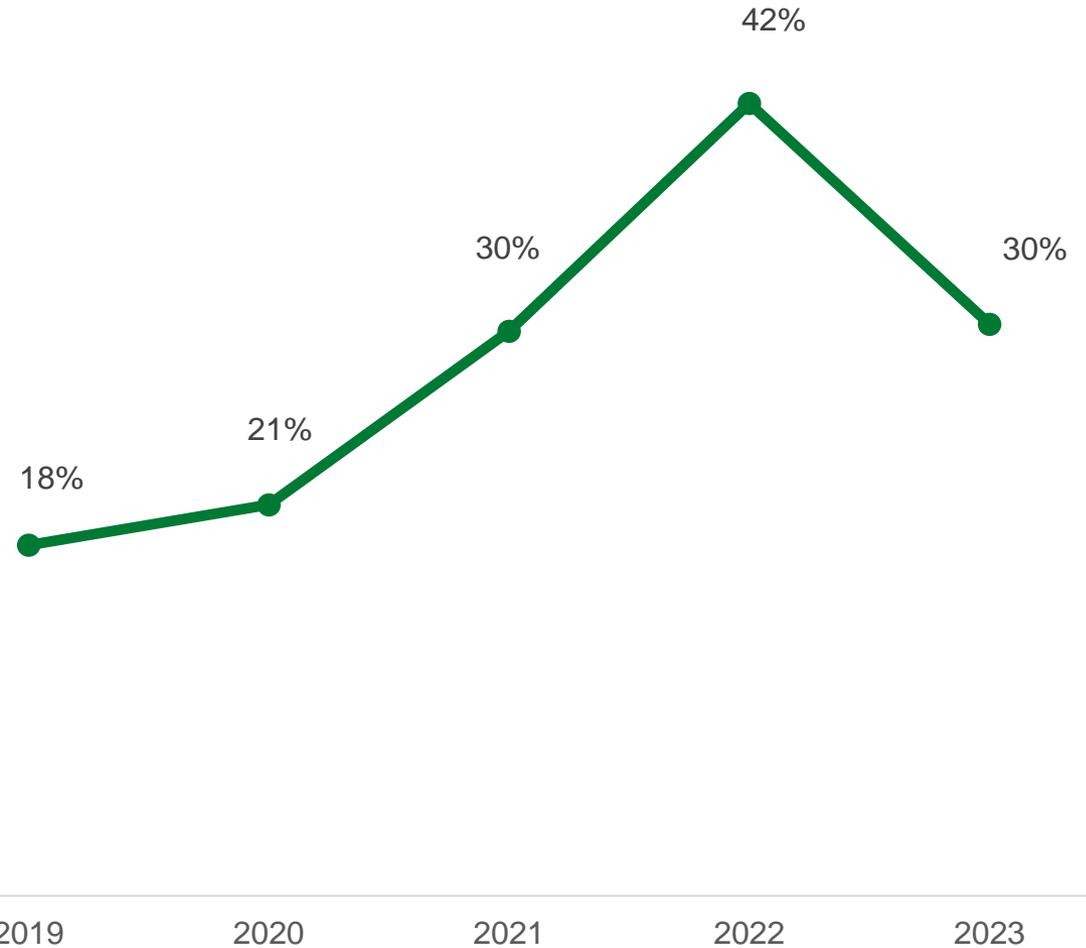
- Chronic absenteeism (CA) is focused on equitable access to educational opportunities.
 - Defined as missing 10% or more of the school days in an academic year for any reason, *excused or unexcused* (US Dept of Ed, Office of Civil Rights).
 - Each state reports to the federal government using this metric.
- Truancy is focused on compliance with state compulsory attendance laws.
 - VT Statute requires attendance of children ages 6-16.
 - Truancy represents the far end of a continuum of chronic absenteeism where escalating school efforts to reengage the family and student have failed and court action becomes necessary to compel attendance.

% of Students Chronically Absent Over Time

In 2019, about one in five students were chronically absent from school (18%).

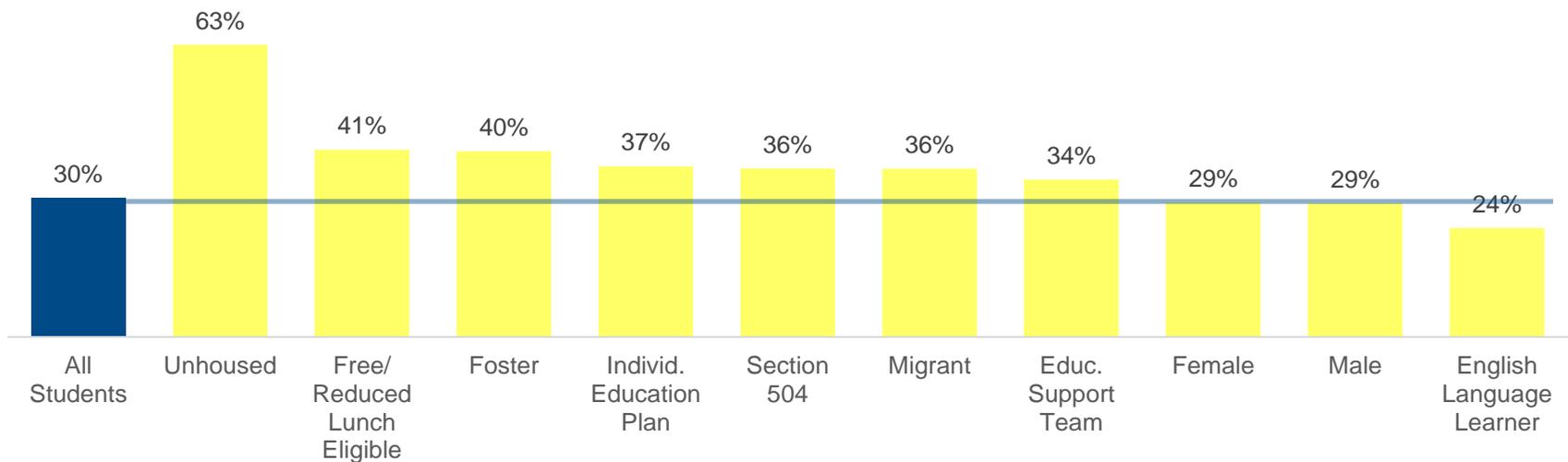
That number more than doubled by 2022 to 42%.

In 2023, there was a decline in chronic absenteeism to just less than one in three students being chronically absent (30%).



Percent of Students Chronically Absent, 2023

- In 2023, nearly one in three students were considered chronically absent.
- CA rates continue to be higher for the most vulnerable students (e.g., students in poverty, students with disabilities) and are highest for students experiencing homelessness.



Staffing Data

**STAFFING RATIOS, SALARIES AND LICENSURE
TRENDS**

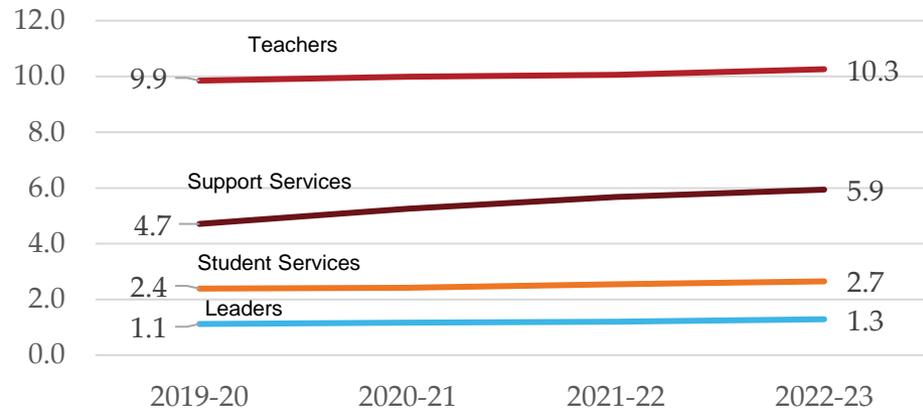
Staffing Levels

Since 2019-20, staffing levels, as measured by the average number of staff per 100 students, have increased.

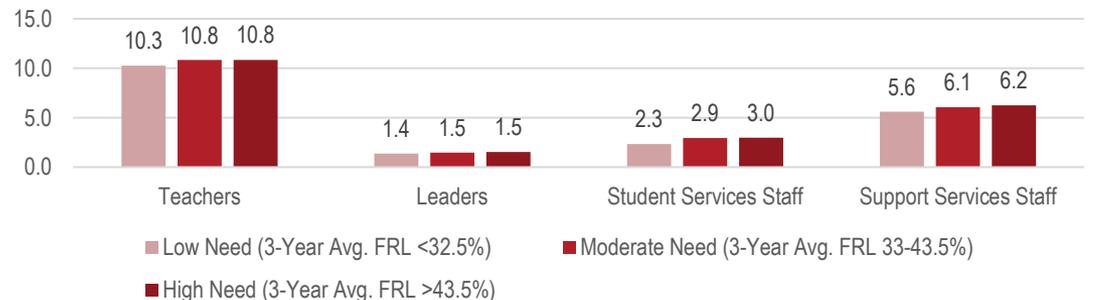
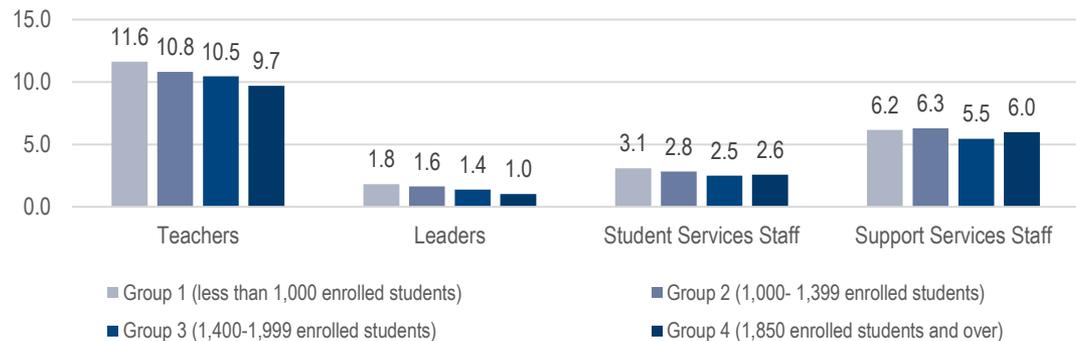
Smaller SU/SDs have, on average, more staff per student.

Higher need (defined by FRL), have, on average, more staff per student.

Statewide Average Staff per 100 Students, 2019-20 to 2022-23



Average Staff Per 100 Students by SU Categories, 2022-23

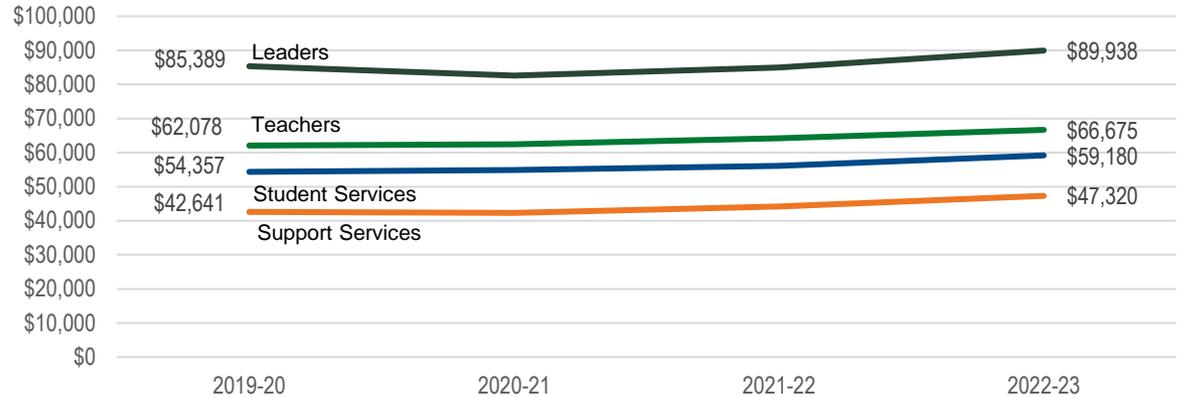


Staff Salaries

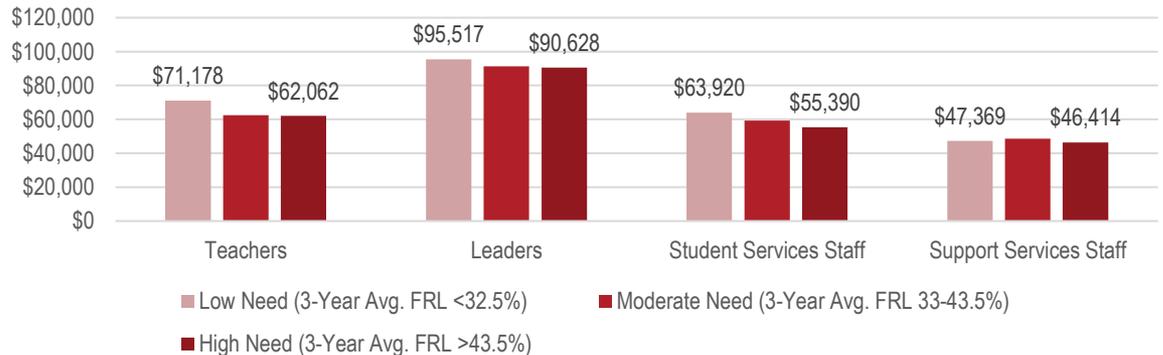
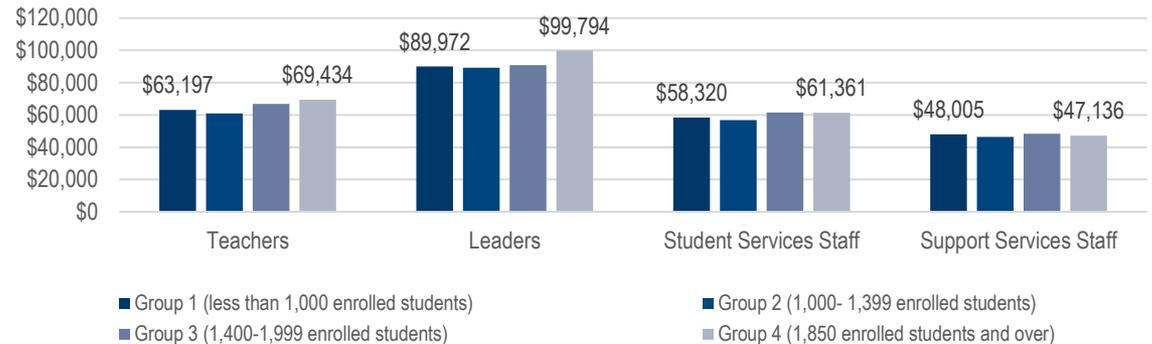
Since 2019-20, staff salaries have increased for all positions.

Staff salaries vary by SU/SD size and need, with lower salaries seen in smaller and higher need settings.

Statewide Average Staff Salaries, 2019-20 to 2022-23

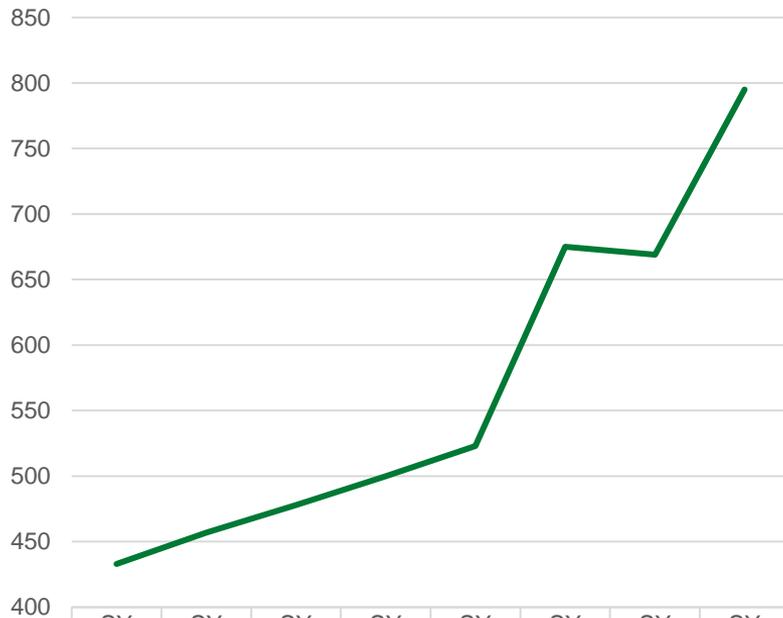


Average Staff Salaries by SU Categories, 2022-23



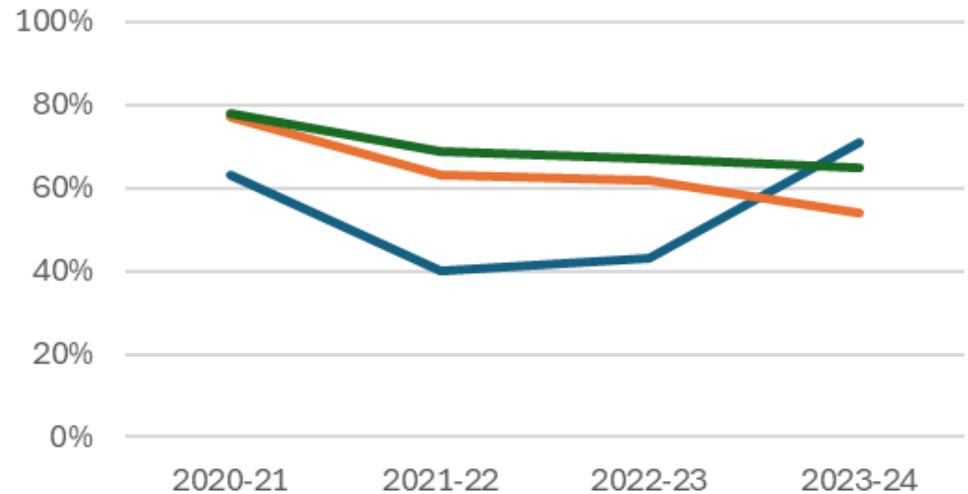
Vermont Licensing Landscape

Provisional and Emergency Licenses Issued



	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024
total	433	457	478	500	523	675	669	795

Educator Retention (VT Annual Snapshot)



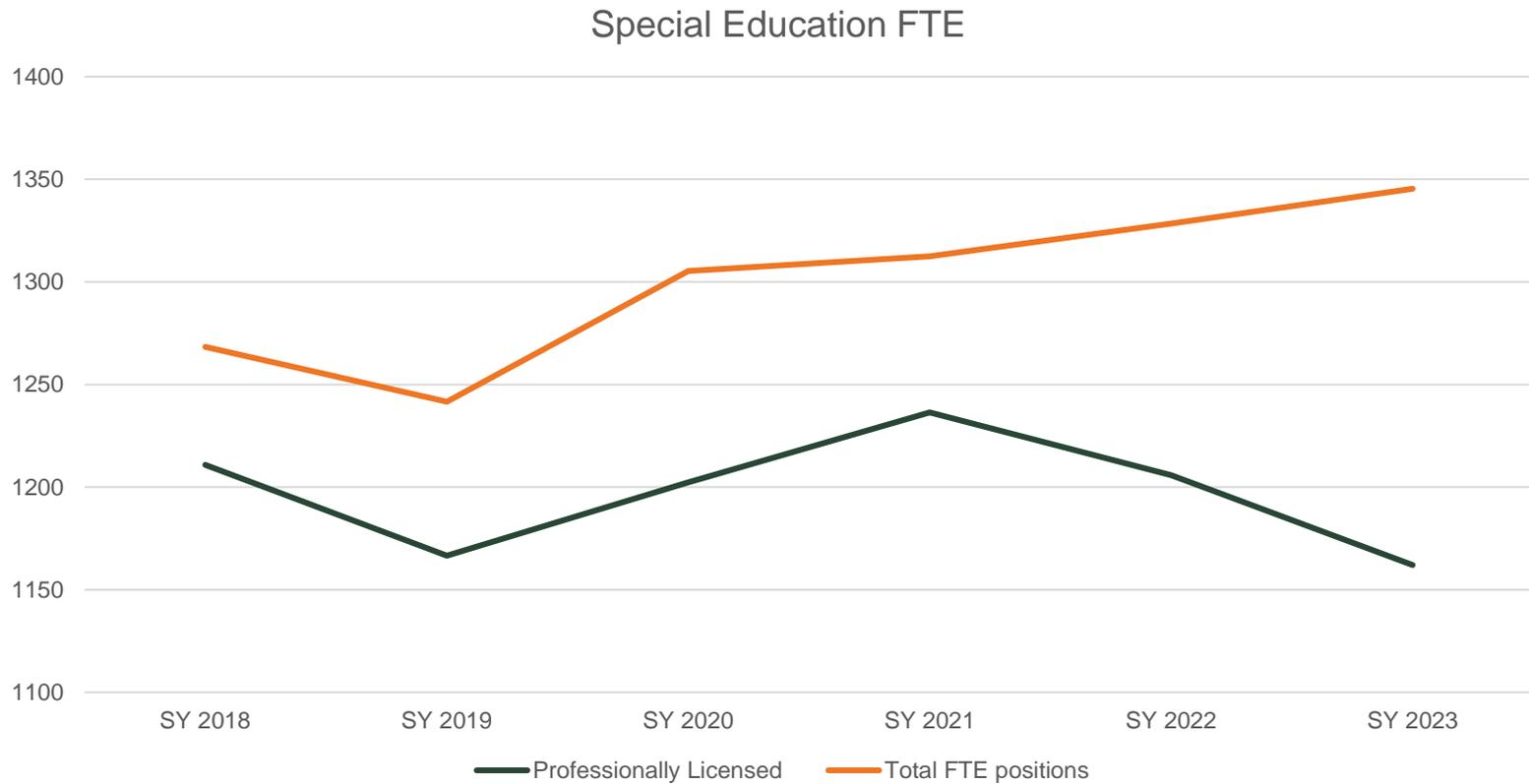
— Superintendent Retention
 — Principal Retention
 — Teacher Retention

2024-2025 Provisional and Emergency Licenses*

Provisional Endorsement	Total	Emergency Endorsement	Total
Special Educator	88	Elementary Education	21
Elementary Education	62	School Librarian	10
School Counselor	27	Mathematics	7
Early Childhood Education	25	Physical Education	10
Principal	19	Early Childhood Education	6

*As of January 6th, 2025

Special Education FTE



Financial Data

**TRENDS IN EXPENDITURES (FY 23) AND
BUDGETED ED SPENDING (FY 25)**

Expenditures

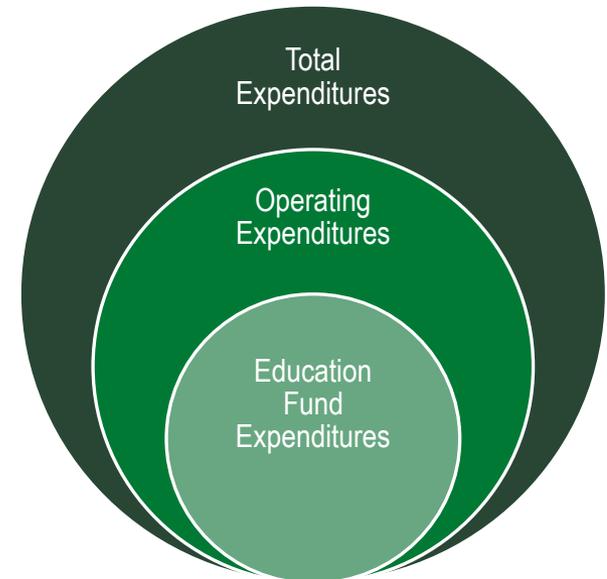
Expenditures can be examined by looking at:

- Total expenditures
 - All expenditures for all purposes and from all sources
- Operating expenditures
 - Excludes capital, debt service, enterprise and trust funds
 - Includes all sources
- Education Fund expenditures
 - Includes only expenditures funded by the state

Both the first tier and second tier of funding represent all revenues available to serve students, regardless of funding source, and is an important consideration for the equity, access and education opportunity that those dollars provide students.

The third tier represents the experience of the state and taxpayers.

Expenditure Tiers

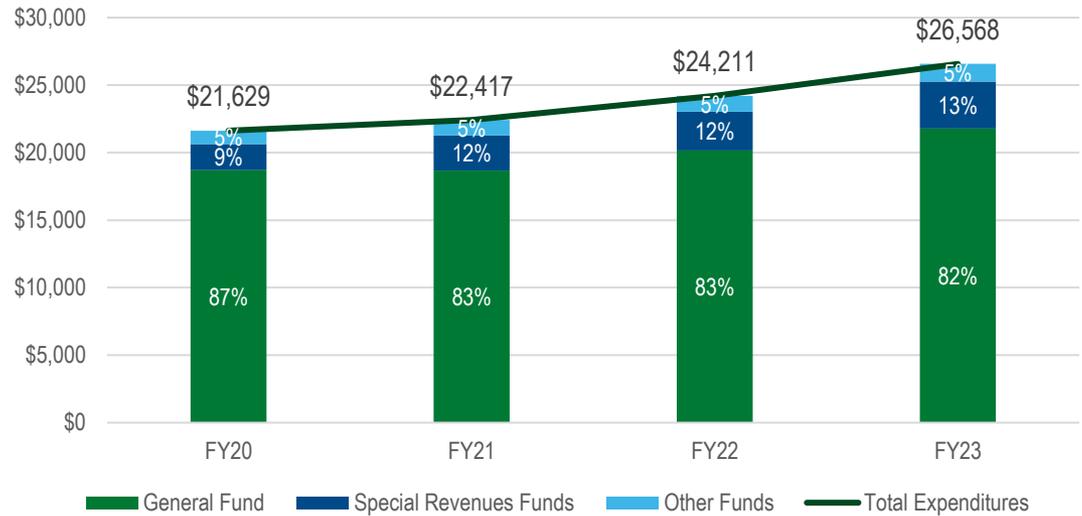


Expenditures per LTADM

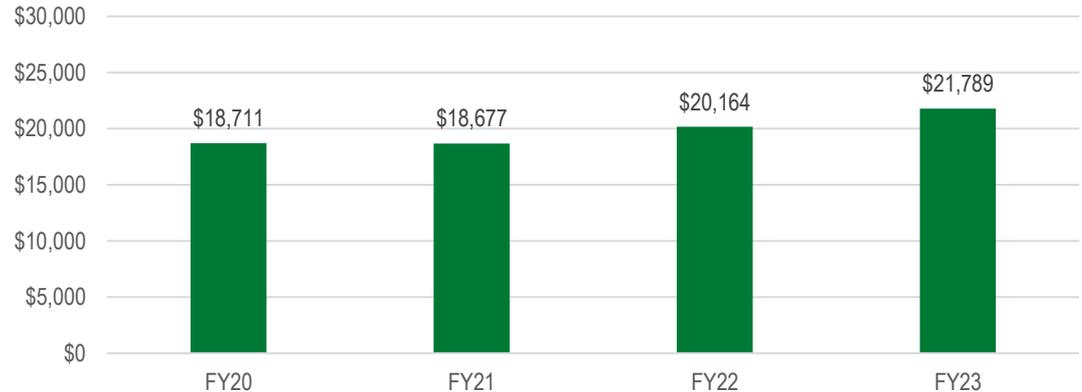
Since FY20, statewide total expenditures per LTADM have increased from \$21,629 to \$26,568; this is in part due to increased federal funding to address the impact of the pandemic.

The majority of expenditures are funded by the Education Fund and taxpayer contributions, which have increased from \$18,711 to \$21,789 per LTADM.

Total Expenditures per LTADM, FY20-FY23



Ed Fund Expenditures per LTADM, FY20-FY23



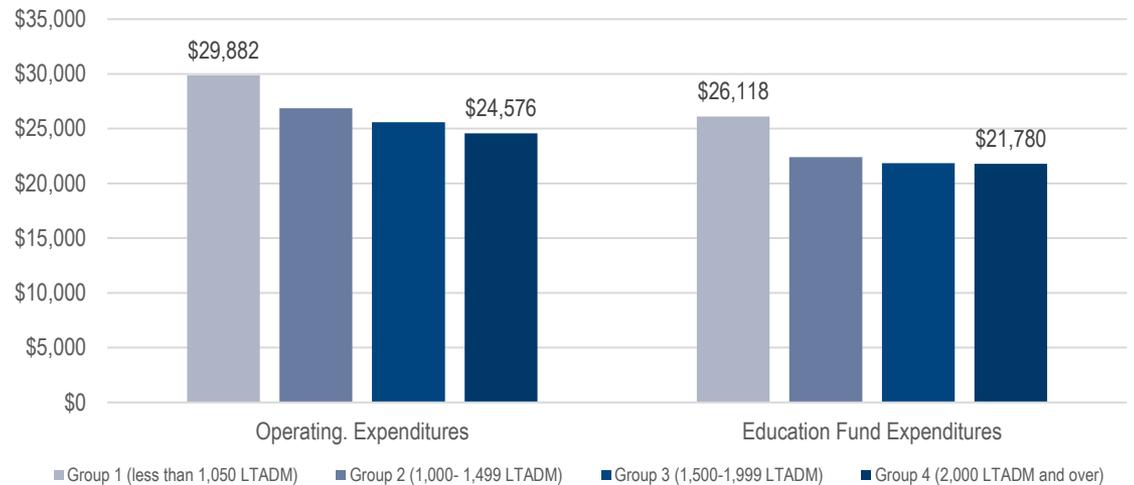
Long-Term Average Daily Membership (LTADM) is the two-year average of publicly funded students that an SU/SD is responsible for, including tuitioned students, plus state placed students.

Expenditures per LTADM by SU/SD Size and Need Groups (FY23)

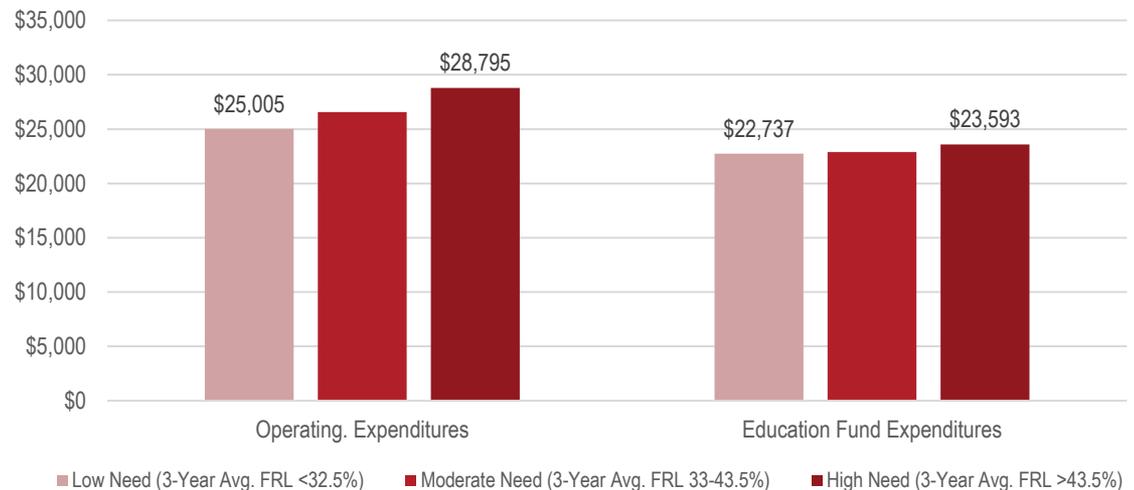
Both operating expenditures and Ed Fund expenditures are higher in smaller SU/SD settings.

Expenditures are higher in higher need settings, but to a less meaningful degree when looking only at Ed Fund expenditures in FY23.

FY23 Operating and Ed Fund Expenditures per LTADM by SU/SD Size Group

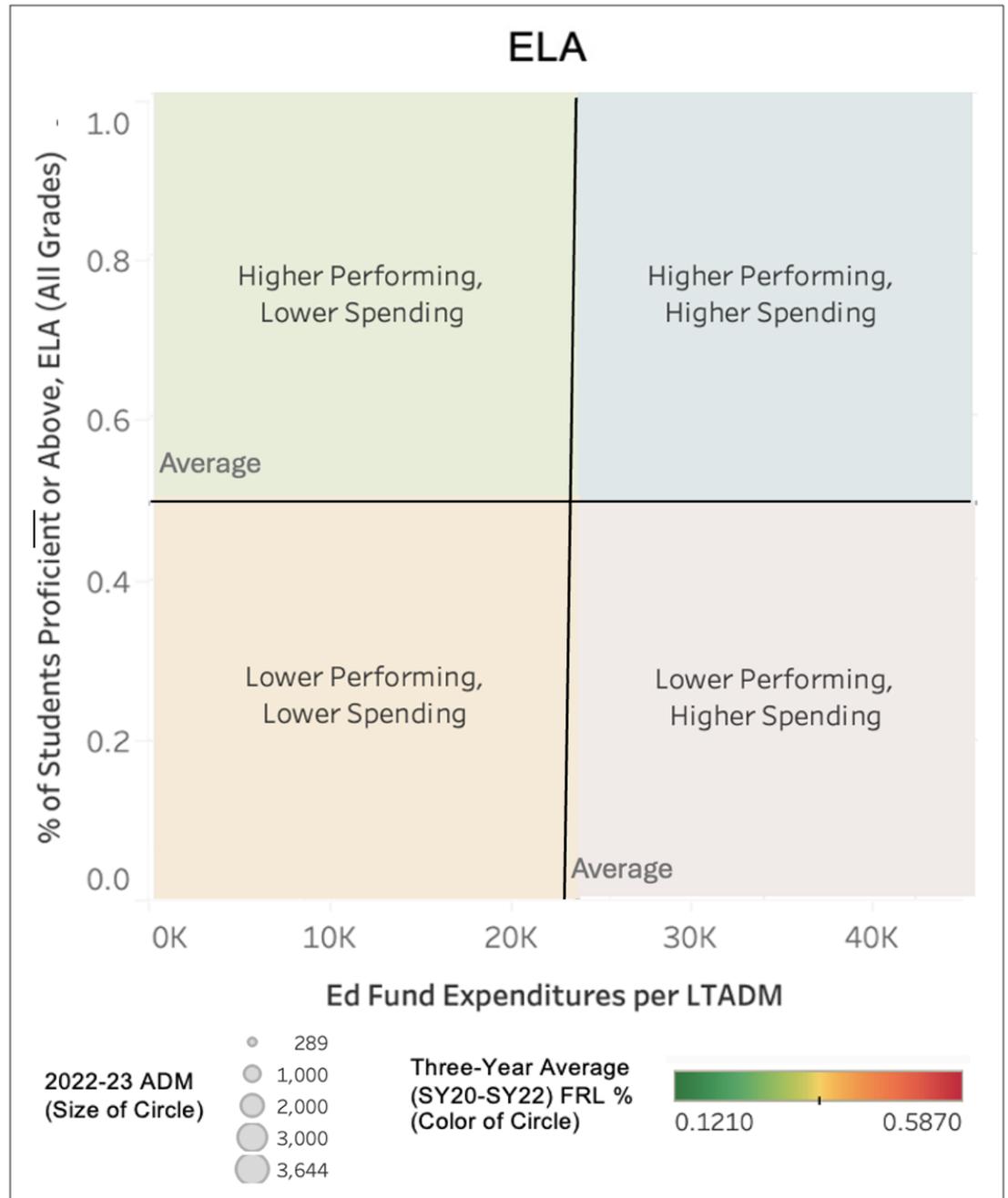


FY23 Operating and Ed Fund Expenditures per LTADM by Low, Moderate, and High Need SU/SD Categories



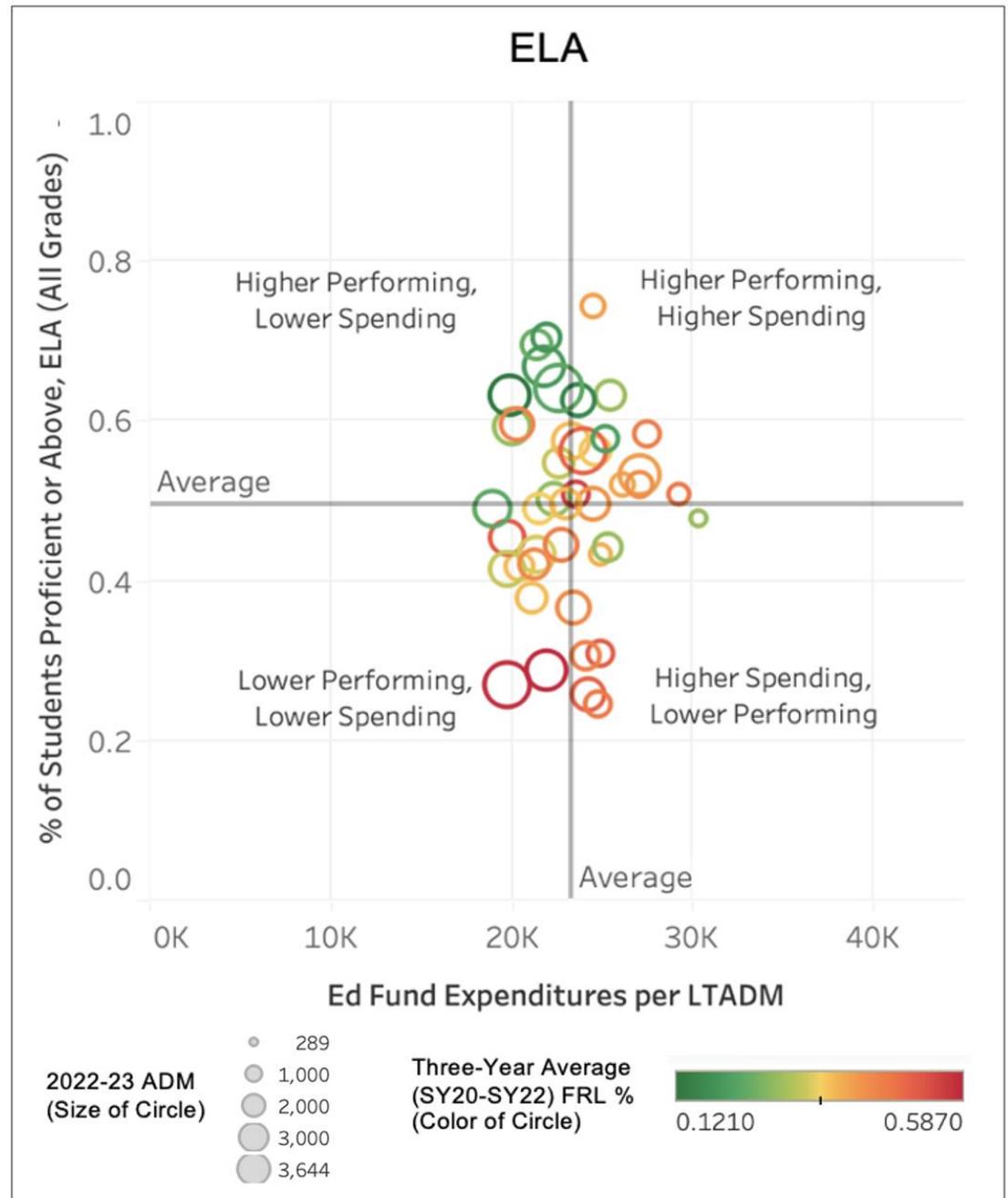
Expenditures vs. Performance, in the Context of SU/SD Size and Need (FRL)

The following chart brings together expenditure, ELA performance, ADM and FRL data and assigns SU/SDs into quadrants based upon whether their spending and performance is higher or lower than average



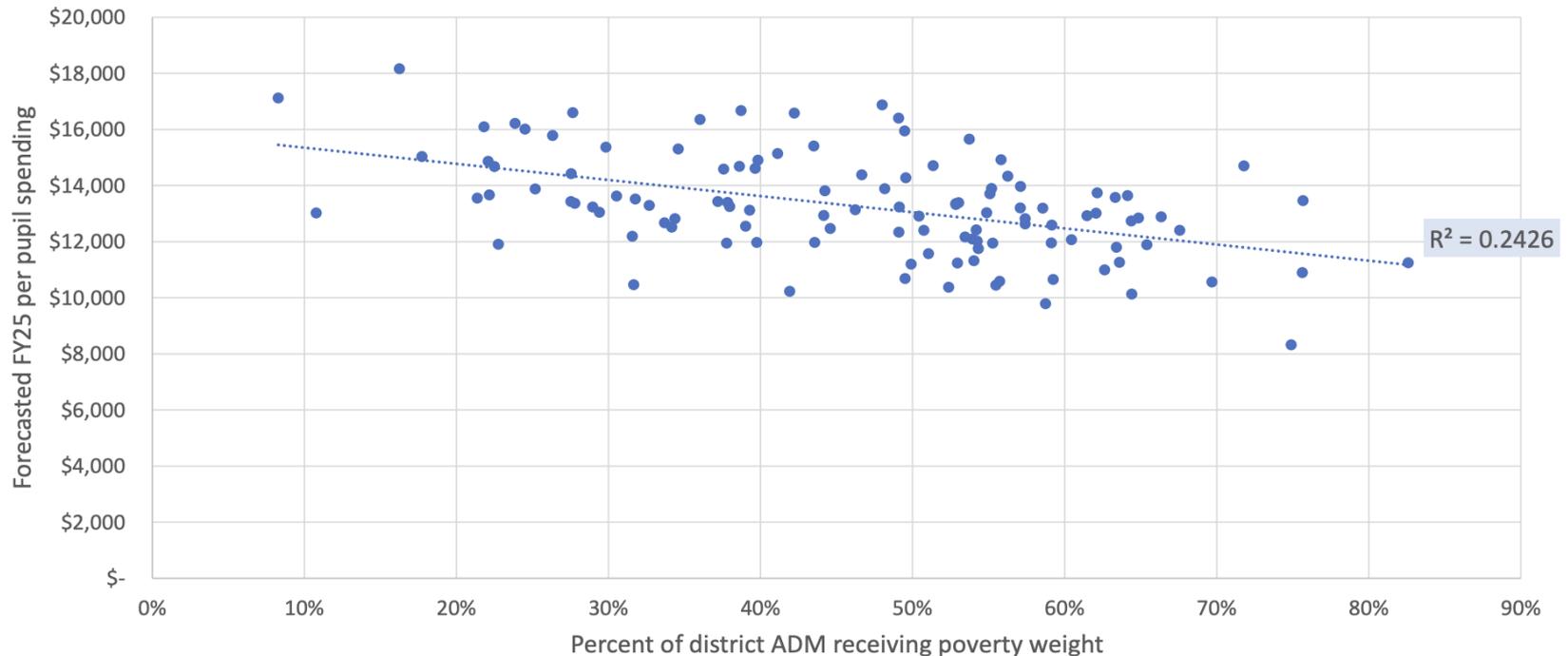
Expenditures vs. Performance, in the Context of SU/SD Size and Need (FRL), cont.

- Higher performing, lower spending SU/SDs tend to have less student need as measured by FRL (mostly green circles)
- Lower performing, lower spending SU/SDs tend to have higher student need as measured by FRL (darker orange/red circles)
- Larger settings (larger circles) tend to be lower spending



FY25 Budgeted Ed Spending

FY 2025 Per Pupil Spending Forecasts by District Poverty Level



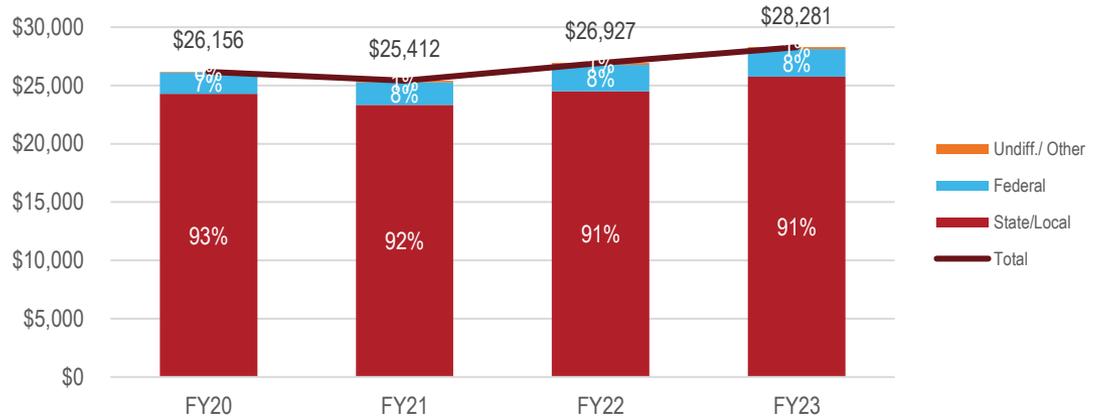
Data provided by the Vermont Joint Fiscal Office.

Special Education

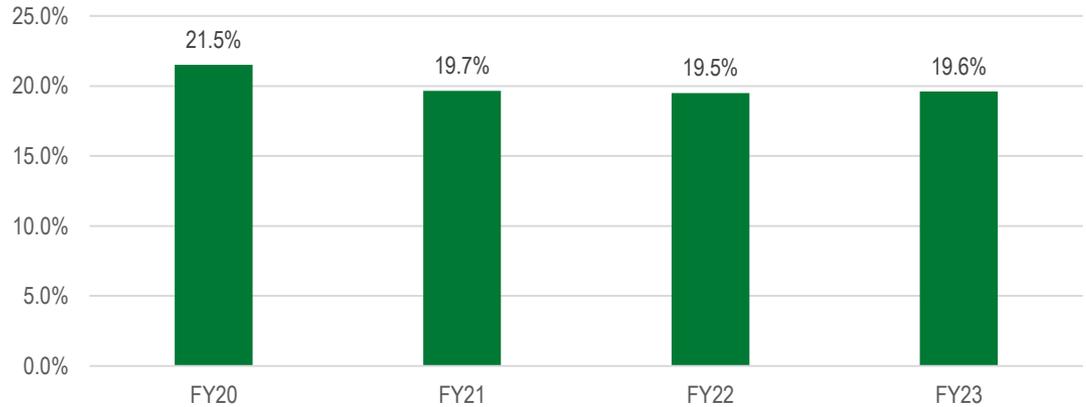
**EXPENDITURES AND EDUCATIONAL DELIVERY
TRENDS**

Total Special Education Expenditures Per Pupil

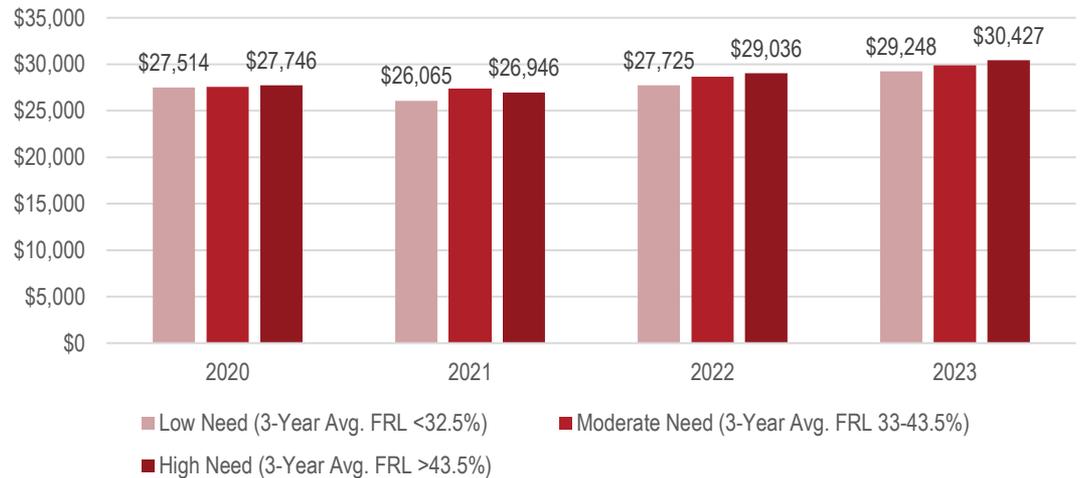
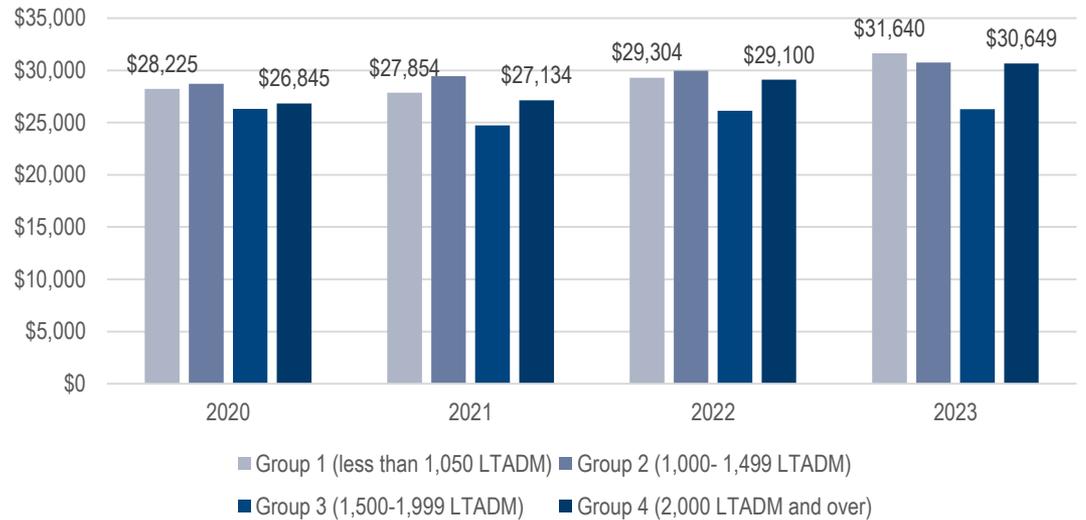
Statewide Special Education Expenditures Per Special Education Student, by Source, FY20-23



Statewide Special Education Expenditures as Percentage of Total Expenditures, FY20-23



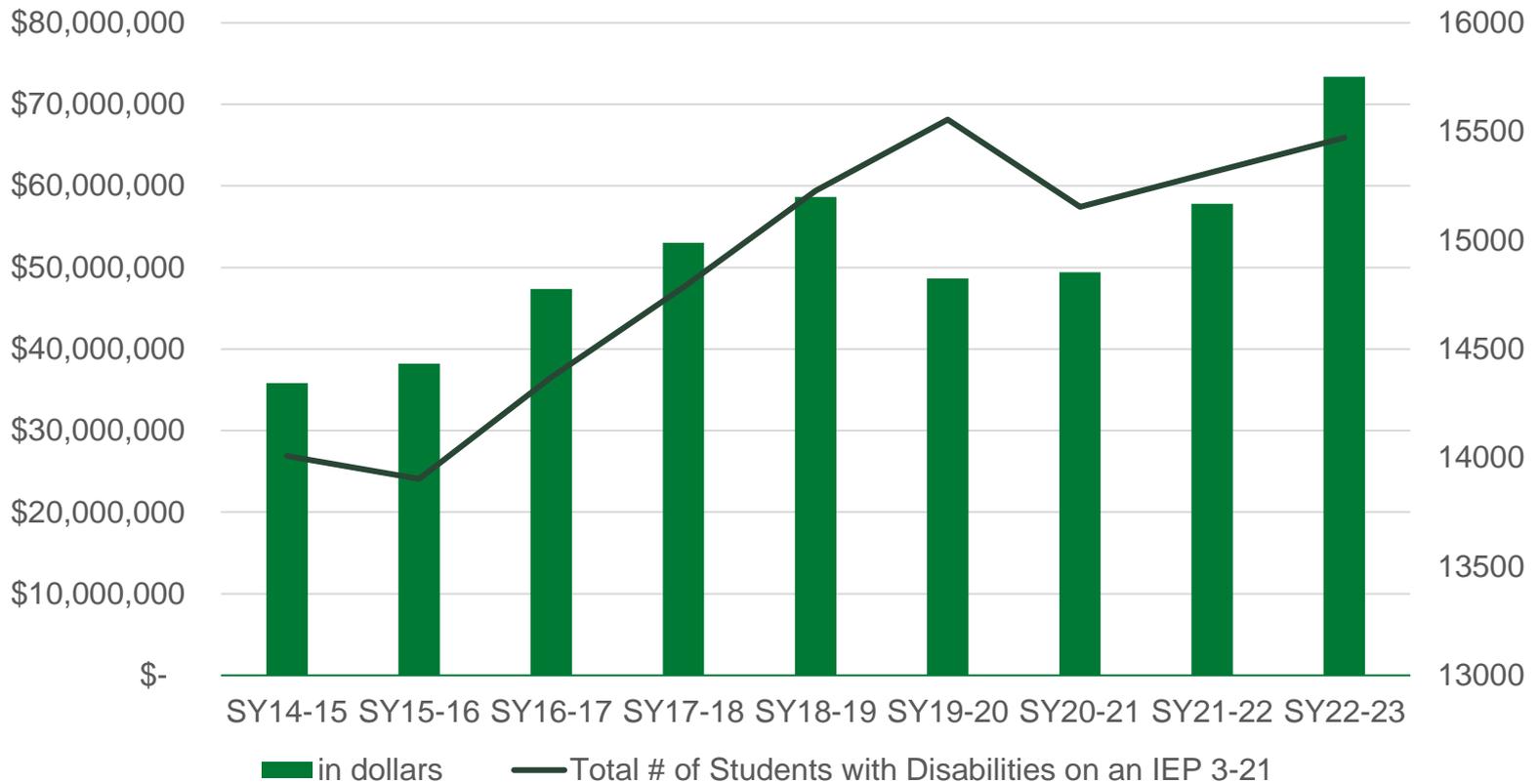
Total Special Education Expenditures Per Pupil by SU/SD Categories



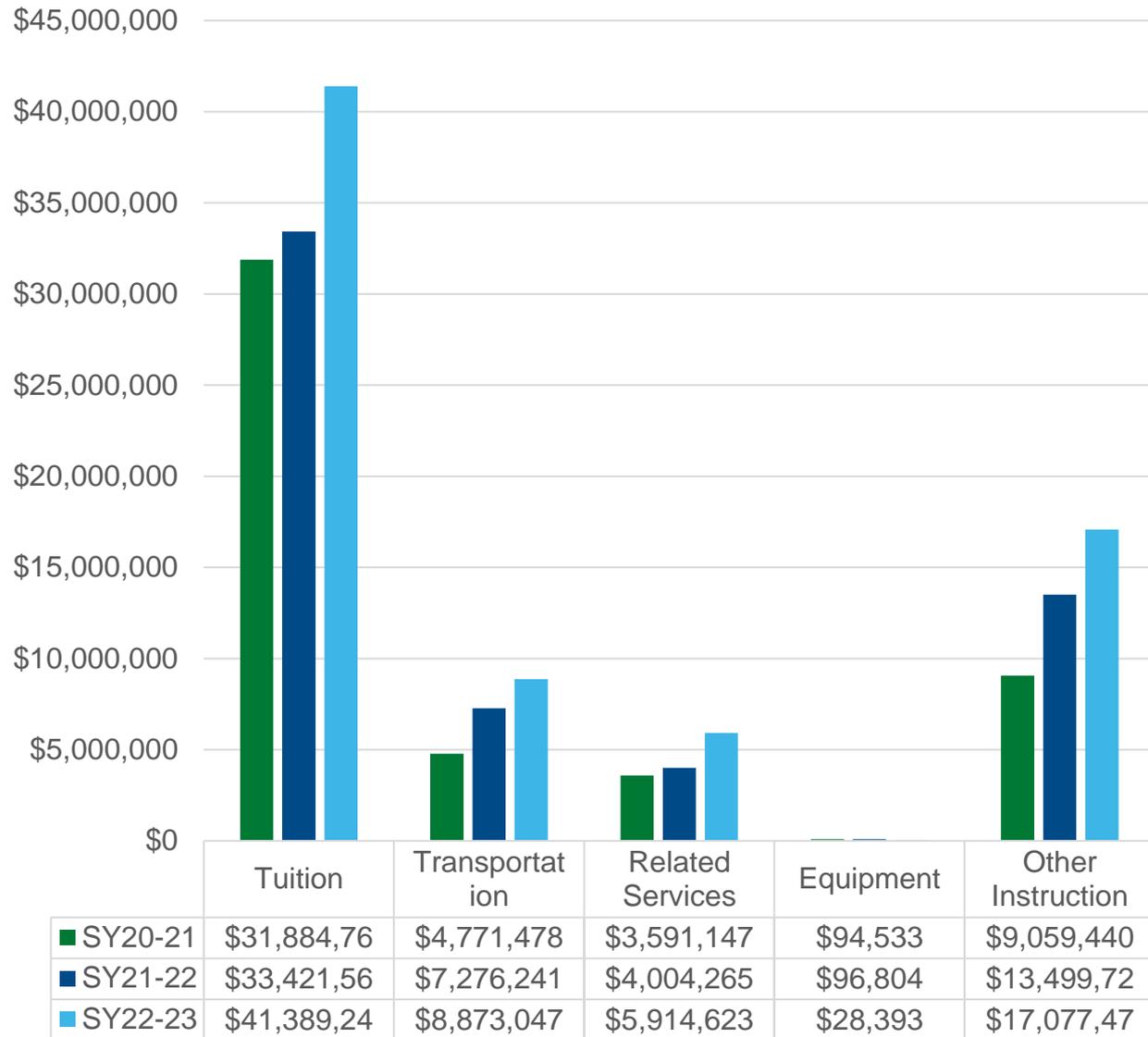
K-12th Grade Educational Environments

	FFY20	FFY21	FFY22
Total number of children with IEPs aged 5 (K) through 21	13,793	14,078	14,106
A: Served inside the regular class 80% or more of the day	80.22%	81.06%	81.97%
B: Served inside the regular class less than 40% of the day	4.96%	4.74%	4.02%
C(1): Served in separate schools	4.92%	4.76%	5.27%
C(2): Served in residential facilities	1.05%	0.92%	0.84%
C(3): Served in homebound/hospital placements	0.12%	0.15%	0.13%

Extraordinary Costs and Count of Students on IEPs Yearly



Type of Extraordinary Cost and change over years



Key Takeaways

Key Takeaways: State Profile Report

- VT schools tend to be smaller and have higher student-staff ratios than other states.
- Enrollment has declined significantly over the past twenty years and continues to decline post-pandemic.
- VT compares well to other states in reading and about average for math, but there are persistent achievement gaps for certain student groups.
- Overall, education expenditures from all sources (local, state and federal) have been increasing since 2019-20.
- **Expenditures from the State Ed Fund are not meaningfully higher in higher need communities.**

Listen and Learn: Themes

- Vermonters believe in a holistic definition of student success.
- Statewide desire for balance between unity and freedom.
- Vermont needs to ensure equity and expanded access to high-quality educational opportunities for all students in the state.
- Support and services for special education students is a growing need.



Listen and Learn: Themes, Continued

- Desire for resource sharing, regionalization of services, or consolidation should be considered as means to increase educational opportunities for students and to address budget sustainability.
- Schools are increasingly serving as a hub for community and social services.
- There is a need for greater state leadership from, and partnership with, the AOE.



Data and Reporting

- The Agency has released the following reports in support of the 2024 Listen and Learn Tour:
 - [Listen and Learn Key Themes Report](#), released January 8, 2025
 - [2024 Vermont State Education Profile Report](#) and accompanying [State Profile Database 11.22.24.xlsx](#), released November 22, 2024
 - [Vermont's Education Funding System Explained and Compared to Other States](#), released November 15, 2024

Key Considerations

- How can Vermont reduce the inequities in per pupil spending to ensure students with similar needs receive similar resources?
- How can we align funding and resources with student need to drive student outcomes and success?
- How can we create more meaningful opportunities for students and support a Whole Child approach to reduce absenteeism, and improve student engagement?
- How can we support effective and cost effective delivery of special education services in all districts and schools?
- How do we ensure that every student has a highly-qualified teacher in a safe, healthy and welcoming school environment?

Education Transformation: How Do We Get There?



Transform education funding



Modernize Governance and Scale



Improve Support and Guardrails for School Boards and Districts



Improve Education Quality and Equity



Tax Relief to Stabilize the System

Questions?

