

# **VERMONT STATE EDUCATION PROFILE**

**August 30, 2024**

**Re-released November 22, 2024**



## **Message from the Office of the Secretary**

Dear Vermont Educators, Families, and Community Members,

I am pleased to share the updated version of the State Profile Report. The re-released report includes data corrections and expanded analysis related to expenditures, student enrollment, staffing, student demographics, and regional education patterns. Though this report is highly technical, I hope it will serve as a tool for data-driven planning around how to best support Vermont students.

First published on August 30, 2024, the State Profile Report marked the beginning of the Agency of Education's Listen and Learn Tour. Since its publication, the Agency has facilitated regional planning with education leaders, where additional data were shared, and we received feedback related to data accuracy and clarity along with suggestions for promoting improved understanding. In response, the Agency partnered with the field to quickly address long-standing data issues and to improve reporting.

While the overall "data story" remains the same, the updates reflect the Agency's unwavering commitment to continuous improvement, data quality, and transparency. The updates will enable the Agency to conduct deeper analysis moving forward. 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 fiscal year 2024 analysis as well as programmatic trends in areas such as pre-kindergarten, afterschool, dual enrollment, career and technical education, and early college.

Our goal is to promote an informed, collaborative approach to shape the future of our public education system. Grounded in our shared understanding of the state of education in Vermont, we look forward to working with our partners in education, families and community members to create bold solutions and a vision for education that will serve the next generation of 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 by providing leadership, support, and oversight to our partners in the education system. As a statewide education leader, the Agency believes in working with and in support of supervisory unions/district, schools, and our partners in the field.

The Agency's Listen and Learn Tour engages education leaders, teachers and staff, parents and families, community members, and students to identify educational priorities of communities across Vermont. The input gathered is helping the Agency develop a strategic plan that will be responsive to the needs of the field and supportive of the future vision of education. Grounding these conversations in data is important as we explore how 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 into 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 through 2022-23 as this was the last year there is finalized data available. Fiscal Year 24 expenditure data (for the 2023-24 school year) is still in its annual review cycle and 2023-24 state assessment data is still only preliminary. AOE will continue to provide data updates as 2023-24 data becomes available.

The Agency recognizes that the definitions and sources of data may vary, so we have included 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.

## Report Highlights by Section

- **Vermont Ecosystem:** Vermont is unique in terms of its school, district and supervisory Union/Supervisory District (SU/SD) organization, budgeting process, and its approach to tuitioning students. There are 80,179 students enrolled in Vermont public schools, and 3,554 publicly funded students that are tuitioned to other settings. 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 highest in terms of total expenditure 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 and near the average for math; performance has been trending down over time.
- **Enrollment Trends:** Between 2003-04 and 2022-23, overall total enrollment (including prekindergarten, K-12 and adult) in Vermont public schools decreased by 14.3 percent, while K-12 enrollment decreased by 21.5 percent. SU/SDs ranged in size in 2022-23 from 176 to 4,216 students in terms of total enrollment.

- **Student Demographic Trends:** The statewide student demographic picture is fairly similar in recent years, with some increases for special education (+0.7%) and English Language Learners (+0.3%). Observed declines in the number of students eligible for free and reduced-price lunch (FRL) likely do not reflect a decline in need, but instead are due to administrative changes related to the shift to universal school lunch. Demographics varied widely between SU/SDs, with smaller SU/SDs, on average, having higher percentages of students in special education and who are economically disadvantaged. SU/SDs with higher FRL tend to also have higher proportions of ELL and special education students.
- **Student Outcome Trends, Assessments:** Prior to the pandemic (2015-2019), the percentage of students who 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, student support, and support service staff per 100 students has increased. On average, staffing levels were related to SU/SD size, with the number of staff per 100 students increasing as SU/SD size decreased. Staffing (specifically teachers and student services) was somewhat higher in higher need settings. 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:** Between 2019-20 to 2022-23, average salaries have increased for all personnel categories by 5.1 to 11.0 percent. Larger SUs tended to have higher average salaries than smaller SUs in most personnel categories. Lower need SU/SDs also had higher salaries than SU/SDs serving students with higher needs.
- **Expenditures, Total Expenditures Per Long Term Average Daily Membership (LTADM):**<sup>1</sup> Since FY20, statewide total expenditures have increased from 1.88 billion to 2.23 billion, or an 18.5 percent increase, in part due to increased federal funding to address the impact of the pandemic.
- **Expenditures, Operating Expenditures Per Long Term Average Daily Membership (LTADM):** Operating expenditures focus on a subset that excludes expenditures from capital, debt service, enterprise, trust and permanent funds. Operating expenditures per LTADM have increased from \$20,631 to \$25,253, or a 22.4% change since FY20. Again, this is in part due to increased federal funding to address the impact of the pandemic. Operating expenditures per LTADM appears to be largely related to size of setting, as well as FRL.
- **Expenditures, Education Fund Expenditures Per Long Term Average Daily Membership (LTADM):** Finally, just looking at Education Fund expenditures focus on those expenditures funded by the state, in large part through property taxes. Between FY20 and FY23, Education Fund expenditures per LTADM have increased by 16.5%. Education Fund expenditures are highest in smaller settings, but there is minimal difference in Education Fund expenditures between SU/SDs based upon need.
- **Expenditures, Special Education Expenditures Per Special Education Student:** Statewide special education expenditures in SU/SDs increased between FY20 to FY23, from \$26,156 to \$28,281 per special education student. This increase of 8.1%, compared to a much larger increase of 18.5% for overall total expenditures, is likely due to the availability of federal pandemic relief funds. As a result,

<sup>1</sup> Long Term Average Daily Membership (LTADM) is the two-year average ADM for an SU/SD plus state placed students.

even though special education costs increased, the share of total expenditures for special education decreased from 21.5 to 19.6%.

## Takeaways

Vermont is unique in terms of how it organizes and funds its education system. Compared to other states, Vermont schools tend to be smaller and more highly staffed, as reflected in its higher cost per pupil. Enrollment has declined significantly over the past twenty years and continues to decline post-pandemic. In terms of performance, Vermont compares well to other states in reading and about average for math. However, there are persistent achievement gaps for economically disadvantaged, English Learner and special education student groups. Differences exist between communities based on their size and need, reflected in differences in staffing, salaries, and expenditures. Overall, education expenditures from all sources (local, state and federal) have been increasing since 2019-20, including expenditures funded by the state's Education Fund and taxpayer contributions. However, when looking only at expenditures from the state's Education Fund, expenditures are not meaningfully higher in higher need communities.

## Education Ecosystem In Vermont

### How many students are served by Vermont schools, districts, and supervisory unions/supervisory districts (SU/SD)?

Vermont's education ecosystem is unique. One unique aspect about Vermont is the process of tuitioning, so the question of how many students are served in Vermont requires a nuanced answer.

Enrollment identifies the number of students in a public school. This includes 80,179 students ages PreK through adult. Within that count there are 7,911 PreK students that are "enrolled" in a school but may be served either in that school or a nearby community-based setting. In addition to the students who are enrolled in Vermont public schools, there are other students who are publicly tuitioned to attend either private academies (2,134 students), therapeutic schools (578 students, primarily students with disabilities), or other approved independent schools (842 students). Of the total number of students enrolled in public schools, 725 students attend public schools out of state.

Another way to count Vermont students is Average Daily Membership (ADM). This student count identifies the students a district or Supervisory Unions/Supervisory District (SU/SD) is responsible for, including the students they tuition to other settings, such as private academies, therapeutic schools, other approved independent schools, out of state public schools, and to neighboring districts (for example, if they do not have a high school). Though students are not served in an SU/SD's schools, their education is still the responsibility of the SU/SD.

Students can also be counted differently for the purposes of the funding system. A two-year average for ADM is first used, referred to as long-term ADM (or LTADM), which is intended to soften the impact of any declines in enrollment. This LTADM is then adjusted to reflect the costs expected to serve PreK, elementary, middle, secondary, pupils in poverty, and students who are English language learners. Prior to Act 127, this adjusted count was referred to as an equalized pupil count and had less weighting compared to weighted student counts after Act 127.<sup>3</sup> The information seen in this State Profile reflects the funding system prior to Act 127.

Throughout this report, we will use these different counts where appropriate. For example, when we are examining staffing, we will use enrollment as a denominator, as those staff are serving the students that are enrolled in an SU/SDs schools. However, when we look at expenditure data, we will use LTADM to capture all students that an SU/SD is responsible for and therefore spending money on.

Maps presenting variation in enrollment and ADM by supervisory union/supervisory district (SU/SD) and region are included in Appendix B.

### How are public schools, districts and SU/SDs organized?

Public school students are served in 287 schools, that are within 118 districts, and then further organized into 51 SU/SDs (as of 22-23, there is an additional SU/SD from 23-24 forward). Additionally, there are 17 Career and Technical Education (CTE) centers that serve 5,272 CTE students (included in total enrollment counts).

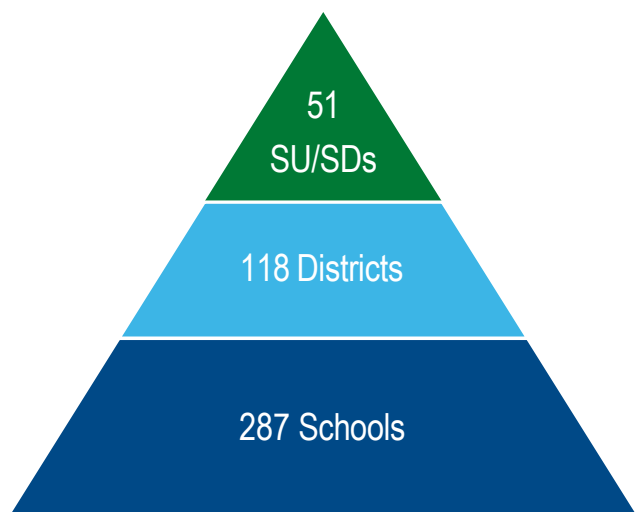
### Publicly Funded Students in Vermont, 2022-23

Type of Students	Count
Students Enrolled in Public Schools (PreK, K-12, and Adult <sup>2</sup> )	80,179
Public K-12 students	72,211
Pre-K Students	7,911
Adult Students	57
Additional Tuitioned Students	3,554
Tuitioned Students Attending Private Academies	2,134
Tuitioned Students Attending Therapeutic Schools	578
Tuitioned Students Attending Other Approved Independent Schools	842
<b>Total Publicly Funded Students</b>	<b>83,733</b>

<sup>2</sup> Includes 725 publicly funded students served in a public school in another state, 5,272 CTE students and 402 dual enrollment

<sup>3</sup> <https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT127/ACT127%20As%20Enacted.pdf>





SU/SDs can serve one or multiple districts and vary in terms of student population size, geographical size, and student demographics. Given this variation, throughout this report data will be shown for groupings of SU/SDs based upon their size (using enrollment or LTADM where appropriate) and the percentage of their students that are eligible for free or reduced-price lunch (FRL)<sup>4</sup> as a measure of the community's need.<sup>5</sup>

For this report the SU/SDs have also been grouped into regions using those set by the Regional Superintendent's Association: the Champlain Valley, Southwest, Northeast, Winooski Valley, and Southeast Regions.

### What other settings serve Vermont students?

Outside of public schools, there are 127 approved and recognized independent schools. A reported 9,679 students are served in independent schools of which 3,544 students are publicly tuitioned, as described above. An additional 3,505 students are served in home school settings.

#### Other Settings, 2022-23

Area	Count
# of Approved and Recognized Independent Schools <sup>6</sup>	127
Independent School Enrollment	9,679
<i>Publicly Tuitioned Students (detailed above)</i>	3,554
<i>Privately Funded Students</i>	6,125
Home Study Enrollment	3,505

### How are public schools funded?

As outlined in the recently released (November 2024) report, Vermont's Education Funding System: Explained and Compared to Other States<sup>7</sup>, Vermont's funding for public schools is complex, and is described here at a high level. Please refer to the full report on Vermont's education funding system report for greater detail.

Schools are funded through a process that begins with each school district creating a budget based on what it thinks it needs to meet the needs of its students and pay all its bills. The budget includes all the costs of running their schools—such as teacher and staff salaries, classroom supplies, textbooks, building maintenance, heating, transportation, extracurricular activities and so on. Determining what is needed is first developed by the school district's leadership and then approved or revised by the elected school board.

Proposed budgets are then presented to the community. Local voters review and approve (or reject) the budget through a school budget vote. Once the budget is approved by the voters, the district is guaranteed to receive that exact amount from the state (excluding other offsetting revenues from federal, state, or local sources). The Legislature sets the yields and base education tax rates at the level necessary to fund the total amount from all voter-approved school budgets. Since Vermont pools funding at the state level, higher spending in some districts can lead to higher statewide tax rates to cover the total statewide cost of education.

In an effort to increase equity, the current system also makes adjustments for schools who serve students that cost more to educate (e.g. English Language Learners, economically disadvantaged, etc.) through weighting student counts to allow communities to spend more per pupil without triggering a great tax burden on the local community.

<sup>4</sup> Using a three-year average of FRL between 2019-20 to 2021-22

<sup>5</sup> SU/SDs were disaggregated into four groups (12-13 SU/SDs per group) based on their total enrollment or their LTADM in 2022-23, and three roughly even groups (16-18 SU/SDs) based on their 20-22 three-year FRL average.

<sup>6</sup> Future reporting will disaggregate publicly tuitioned students attending private academies into more granular categories, but this was not required until FY24.

<sup>7</sup> <https://education.vermont.gov/document/vermonts-education-funding-system-explained-and-compared-other-states>

### How does Vermont compare to other states?

Compared to other states, Vermont has some of the smallest schools (46<sup>th</sup> in terms of school size) and has the highest staff levels (1<sup>st</sup> in terms of the highest number of teachers and staff per 100 pupils). Vermont is 5<sup>th</sup> highest in terms of total expenditure 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 (5<sup>th</sup> for 8<sup>th</sup> grade reading, and 11<sup>th</sup> for 4<sup>th</sup> grade reading), and towards the middle for math (21<sup>st</sup> for 8<sup>th</sup> grade math and 28<sup>th</sup> for 4<sup>th</sup> grade math).

### Vermont National Rankings

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

\*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)



## 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.

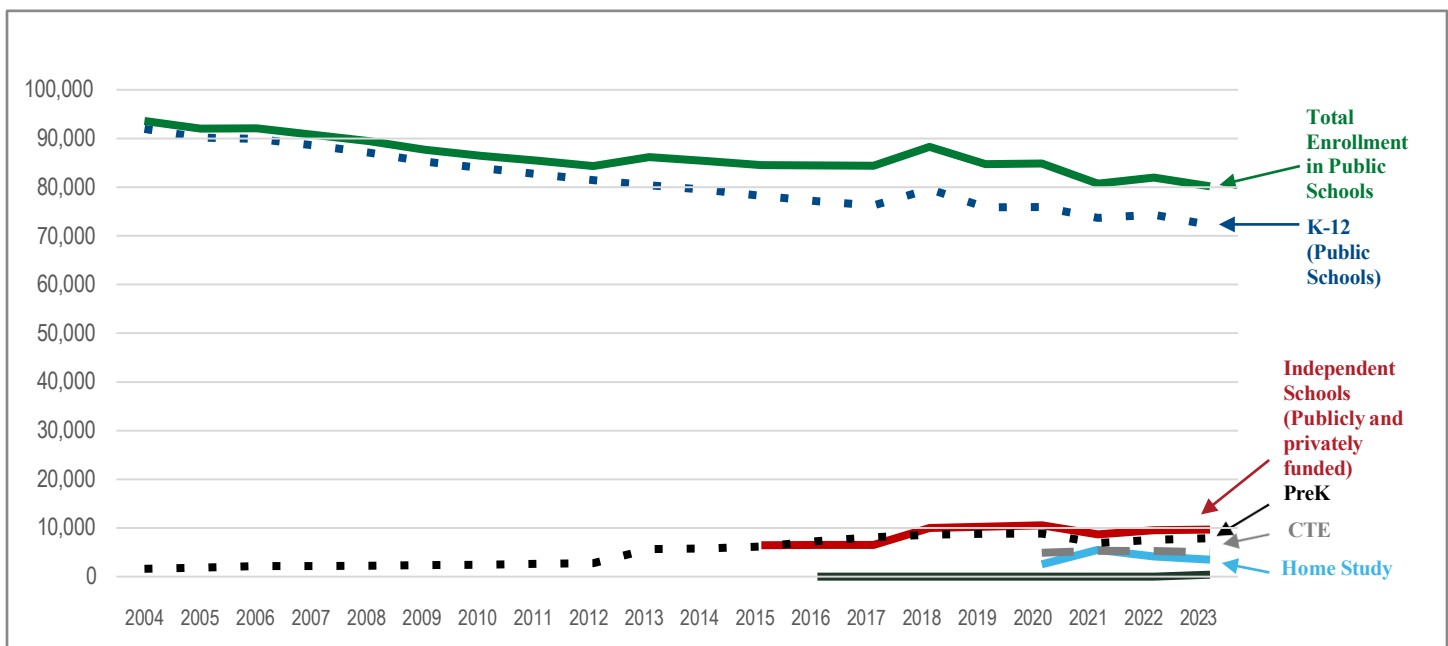
**Definitions:** *Total Enrollment:* includes prekindergarten through 12<sup>th</sup> grade and adult education students for each SU/SD. Enrollment is measured on October 1 of each school year. This definition may differ from other “enrollment counts” in other sections of this report and other publicly 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 93,598 students to 80,179 students, for an overall decline of 16.1 percent. The decline in K-12 was larger (21.5 percent). PreK enrollment, in both public and private settings, increased by 6,298 students with the implementation of universal preschool in Vermont; as such, this increase likely does not represent an increase in the preschool-age population. Much of the enrollment change occurred pre-pandemic. The number of adult learners served has fluctuated but is less than 100 adult learners in all but a few years. Between 2018-2019 and 2022-2023 the number of students in home school settings has increased by 38.8 percent, although the total number remains less than 3,600 students. Enrollment in independent schools (publicly and privately funded) increased from 6,457 students in 2014-15, to a peak of 10,544 students in 2019-20, then declined by 8.2 percent to 9,679 in 2022-23. The number of tuitioned students in independent schools was 3,554 in 2022-23. About 5,000 students have been enrolled in CTE and around 400 in dual enrollment.

**Between 2003-04 and 2022-23, overall total enrollment (including prekindergarten, K-12 and adult) in Vermont public schools decreased by 16.1 percent, while K-12 enrollment decreased by 21.5 percent. Much of this change occurred pre-pandemic.**

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



Not shown: adult and dual enrollment categories, which have less than 100 and 500 students respectively.

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

2012-13	86,155	5,678	80,368	109	No data	No data	No Data	No Data
2022-23	80,179	7,911	72,211	57	5,001	402	3,505	9,679

## Statewide Enrollment Percent Change Over Time

Past 10 Years	-6.9%	39.3%	-10.1%	-37.5%	No Data	No Data	No Data	No Data
								-8.2%

**Considerations:** Changes in prekindergarten enrollment likely reflect increases in the 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.

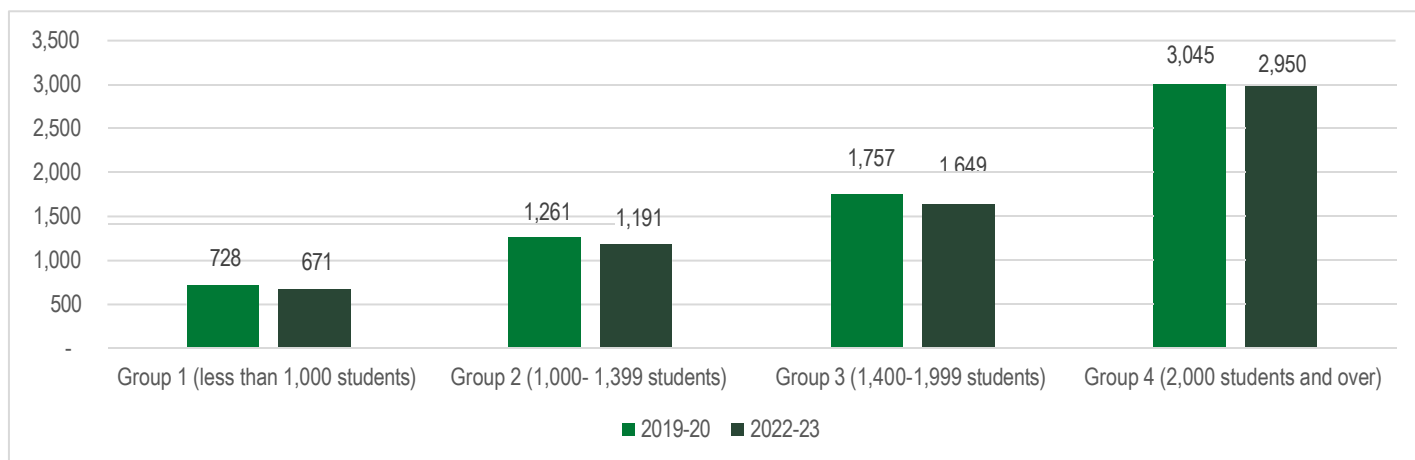
## Enrollment by SU/SD

SU/SDs ranged in size based on total enrollment from 176 to 4,216 students in 2022-23. The average enrollment size for SU/SDs in each size group in 2022-23 was lower than in 2019-20.

**In 2022-23, SU/SDs ranged in size in terms of total enrollment from 176 to 4,216 students.**

Maps of enrollment and enrollment change by SU/SD are in Appendix B.

**Figure 2: Average Total Enrollment in SU/SD Size Categories (Using Enrollment), 2019-20 Compared to 2022-23**



## 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:* include 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.

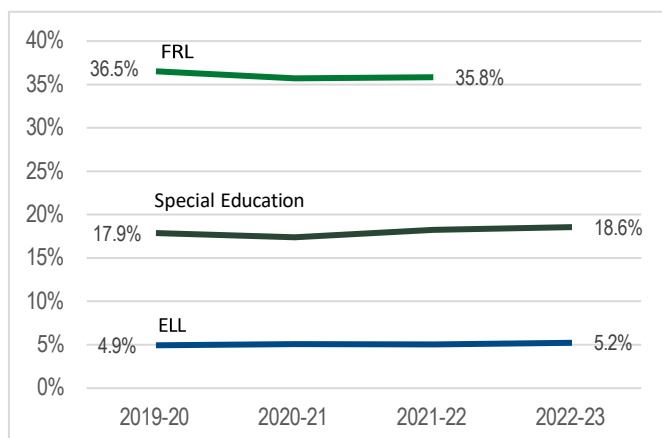
## Student Demographic Trends

Between 2019-20 and 2022-23, the percentage of ELL students increased slightly from 4.9 to 5.2% and the percentage of special education students increased from 17.9 to 18.6 percent. Between 2019-20 and 2021-22, the percentage of economically disadvantaged students, based on eligibility for 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. In 2022-23, the range in percentage of FRL students is 8.3 to 60.9 percent, for special education the range is 11.2 to 42.0 percent, and for ELLs the range is 0 to 34.4 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/SDs. Looking at SU/SDs in three groups based on need (high, moderate, or low) as measured by an SU/SDs three-year average percentage FRL, shows that high FRL SU/SDs also have a higher percentage of special education and ELL students.

Maps showing variation by SU/SDs within regions are included in Appendix B.

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



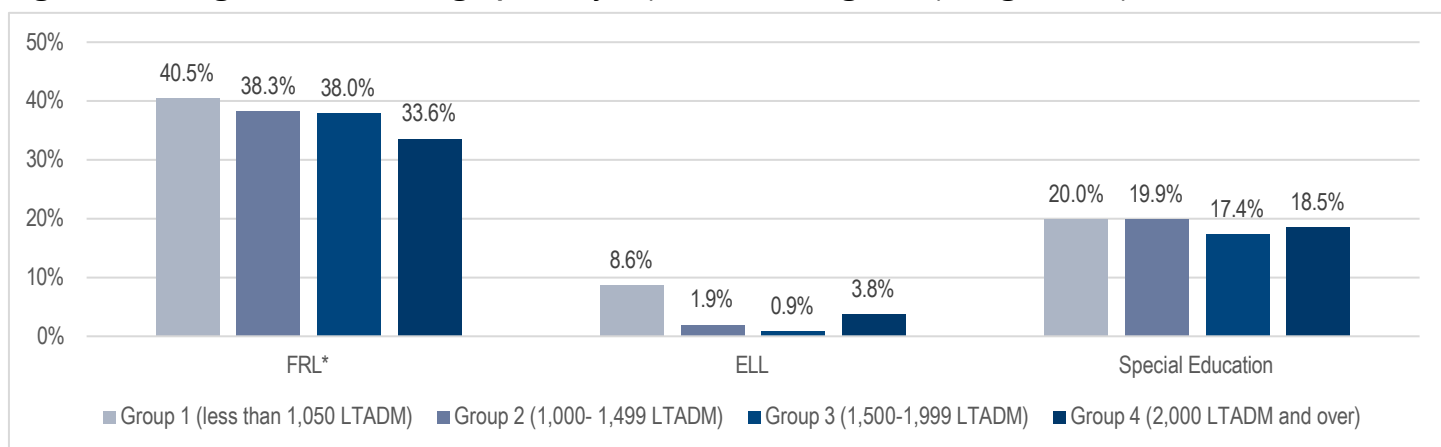
FRL	2019-20	2020-21	2021-22	2022-23
State Average	36.5%	35.7%	35.8%	32.1%*
SU/SD Range	13.1-61.6%	9.5-58.8%	10.7-62.1%	8.3- 60.9%*

Special Education	2019-20	2020-21	2021-22	2022-23
State Average	17.9%	17.4%	18.3%	18.6%
SU/SD Range	6.4-29.8%	5.5-29.6%	6.3-30.5%	6.0-35.6%

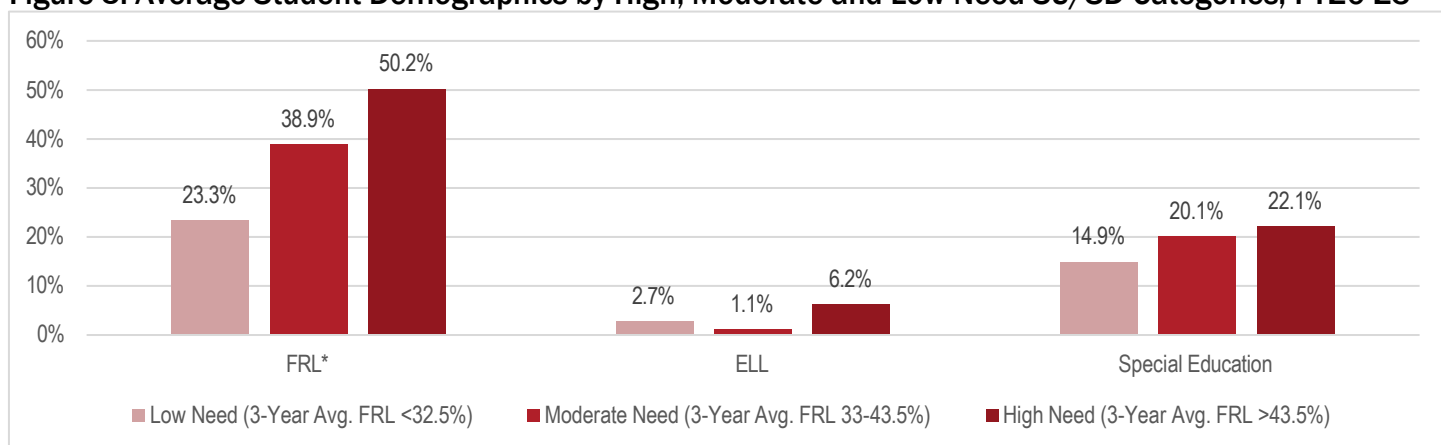
ELL	2019-20	2020-21	2021-22	2022-23
State Average	4.9%	5.1%	5.0%	5.2%
SU/SD Range	0.0-39.5%	0.0-35.8%	0.0-33.3%	0.0-34.4%

The statewide student demographic picture is fairly similar in recent years, with some increases for special education (+0.7%) and ELL (+0.3%). Observed declines in FRL likely do not reflect a decline in need. Demographics varied widely between SU/SDs, with smaller SU/SDs, on average, having higher percentages of students in special education and who are economically disadvantaged. SU/SDs with higher FRL tend to also have higher proportions of ELL and special education students.

**Figure 4: Average Student Demographics by SU/SD Size Categories (Using LTADM), 2022-23**



**Figure 5: Average Student Demographics by High, Moderate and Low Need SU/SD Categories, FY20-23**



**Considerations:** \*2022-23 FRL is not considered reliable, so a three-year average of 2019-20 to 2021-22 data is used. 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 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 is from the Nations Report Card Figures for 2015-2022 (All States and D.C.).

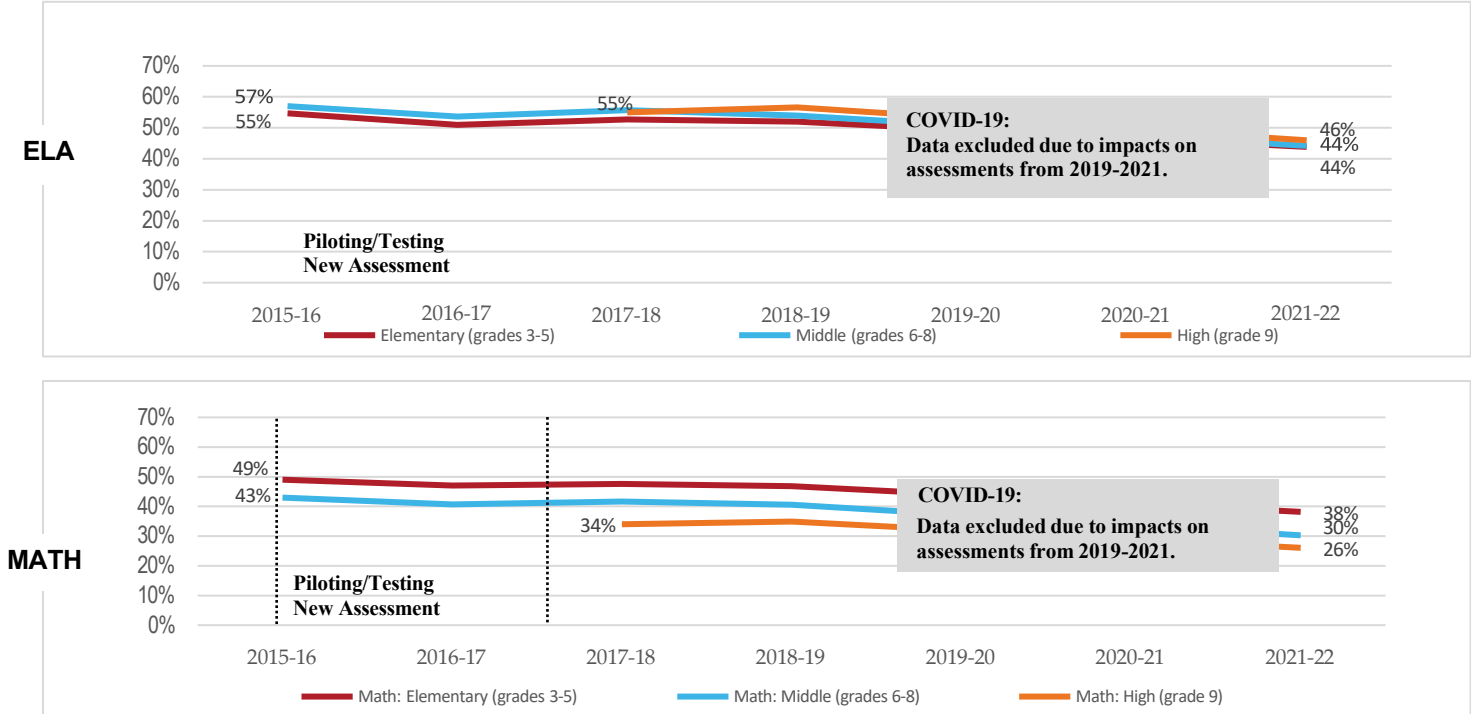
**Definitions:** *Performance figures:* percentage of students who scored proficient or advanced on each test. Data are disaggregated for FRL, ELL and special education students. *Graduation rates:* include the percentage of students within a cohort graduating within either four or six years of starting high school. Note, this is different than the number of students that drop out of schools.

2015-2022 Smarter Balanced Assessment Results Trends

Looking at Smarter Balanced Assessment results before 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 school grades (3-5), 42 percent for middle school grades (6-8), and 35 percent for high school grades (9). 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 ranged 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 6: Statewide Proficiency or Above in ELA and Math, 2015-16 to 2021-22



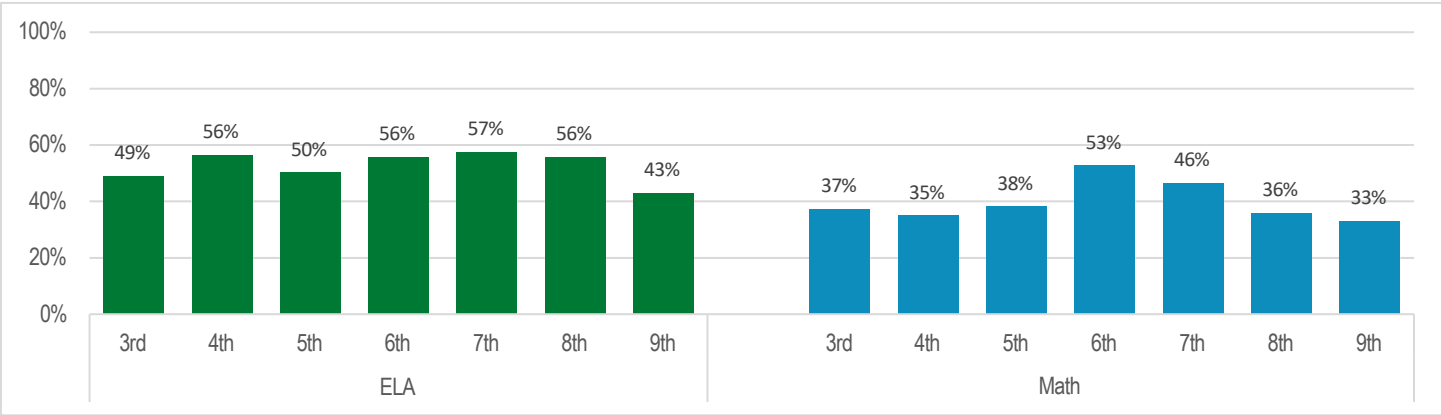
**Considerations:** Assessments results have been combined across grades to simplify data visualizations, but it is important to remember that each grade’s assessment is unique.

## 2022-23 Vermont Comprehensive Assessment Program Results

The new Vermont Comprehensive Assessment Program (VTCAP) was implemented in 2022-23, which poses challenges to compare to prior results. These results, distinct from the prior assessment, show that students' proficiency rates 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 7: Statewide Student Proficiency on Vermont Comprehensive Assessment Program by Subject and Grade, 2022-23



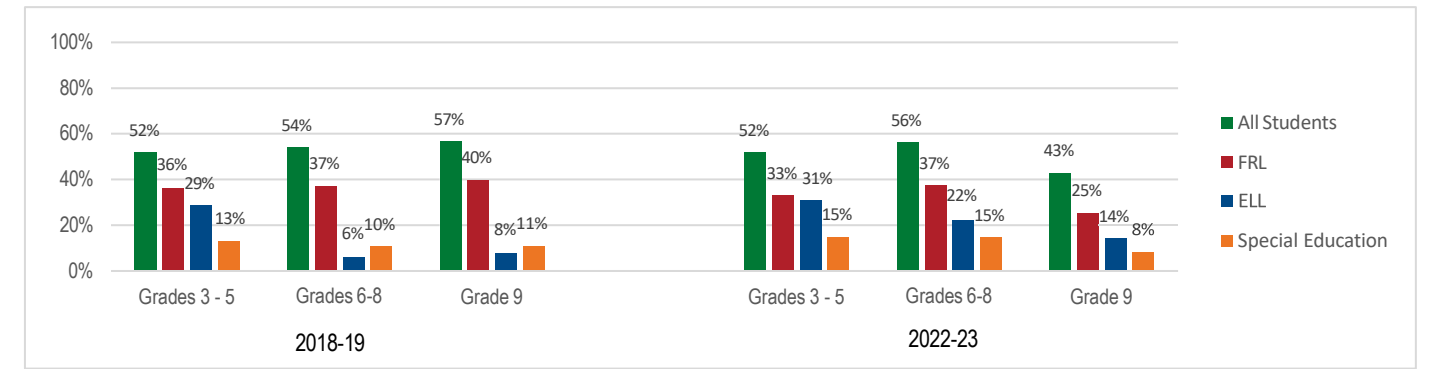
A recently released memo with preliminary assessment results for 2023-24 is also included in Appendix D.

## Assessment Results by Subgroup Trends

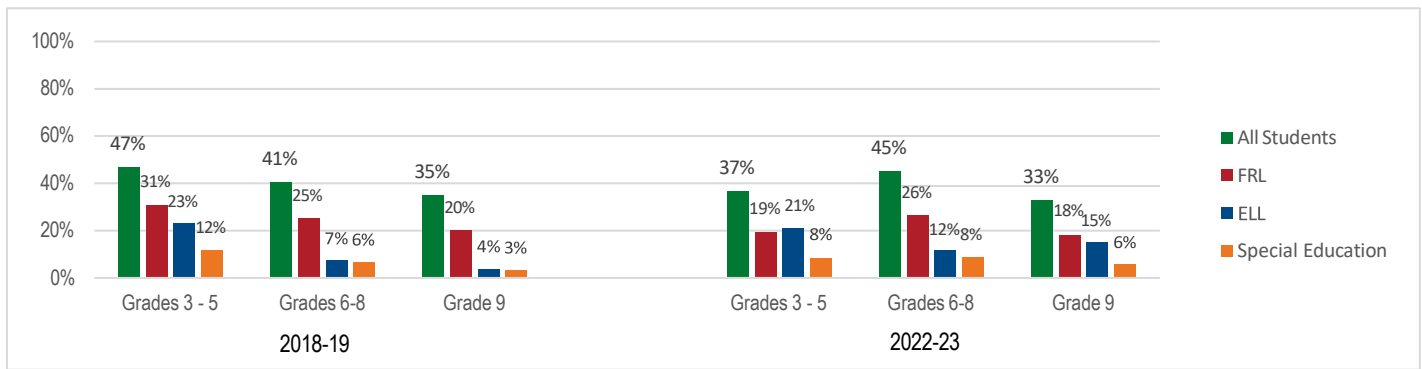
Looking at performance by subgroup in 2018-19 on the Smarter Balanced Assessment and in 2022-23 on the VTCAP, there are persistent achievement gaps for FRL, ELL and Special Education students compared to all students. These differences vary by year and by grade band, but are roughly a 20-percent gap 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 8: Statewide Student Proficiency by Subgroup in ELA, 2018-19, and 2022-23



**Figure 9: Statewide Student Proficiency by Subgroup in Math, 2018-19 and 2022-23**

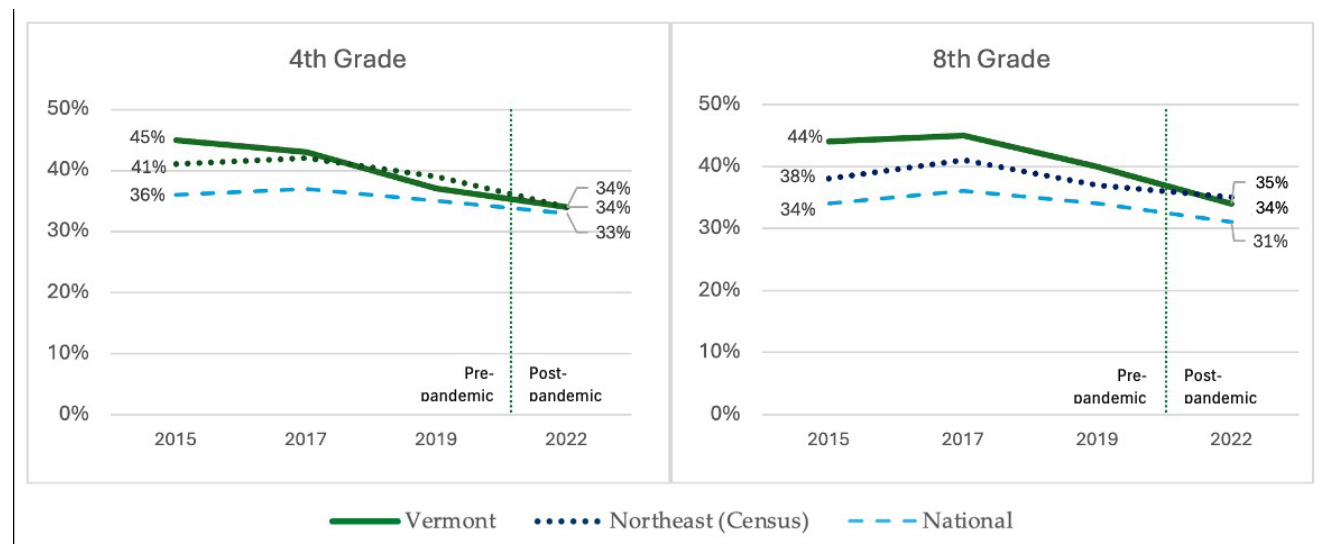


## National Assessment of Educational Progress (NAEP) Trends

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 4<sup>th</sup> and 8<sup>th</sup> grade reading, and lower for 4<sup>th</sup> and 8<sup>th</sup> grade math.

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

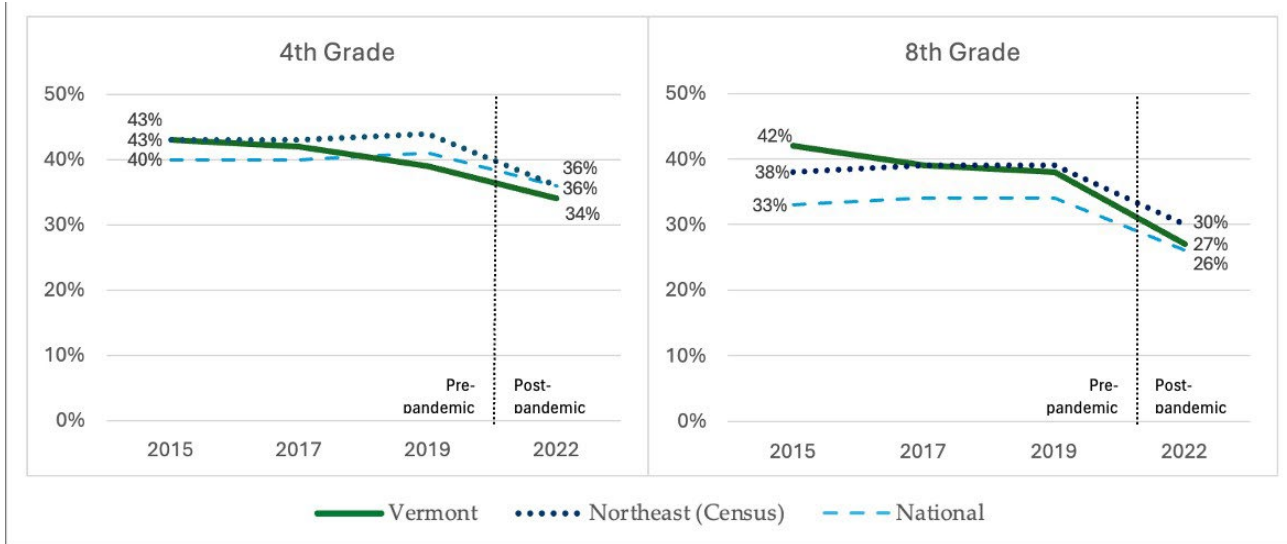
**Figure 10: Comparison of Student Performance on NAEP Reading, 2015-2022<sup>8</sup>**



<sup>8</sup> For Figures 10 and 11, please note when interpreting the trends presented below that the scale is 0-50% instead of 0-100% to make it easier to see changes over time and nuanced differences between Vermont, Northeast region and National trends. Further detailed information about Vermont student performance on the NAEP assessment can be found at <https://nces.ed.gov/nationsreportcard/state/>



**Figure 11: Comparison of Student Performance on NAEP Math, 2015-2022**

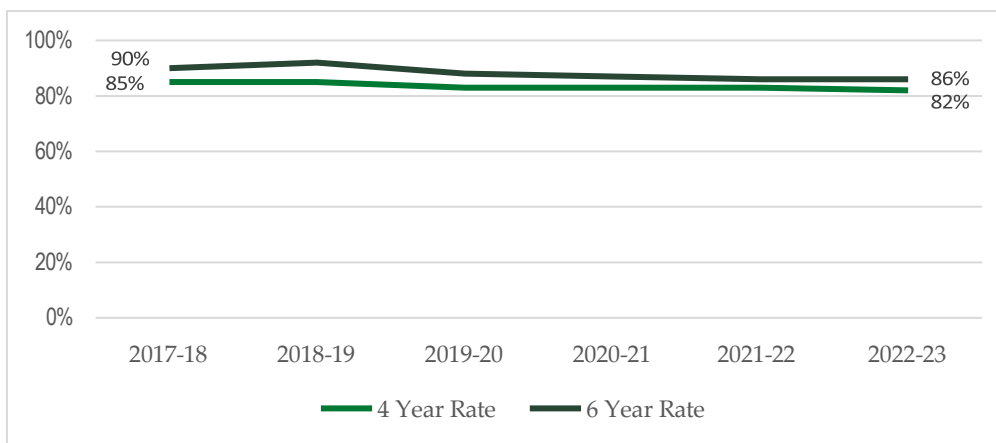


## Graduation Rate Trends

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

**Figure 12: 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 data includes FTE and salaries by generalized staffing categories.

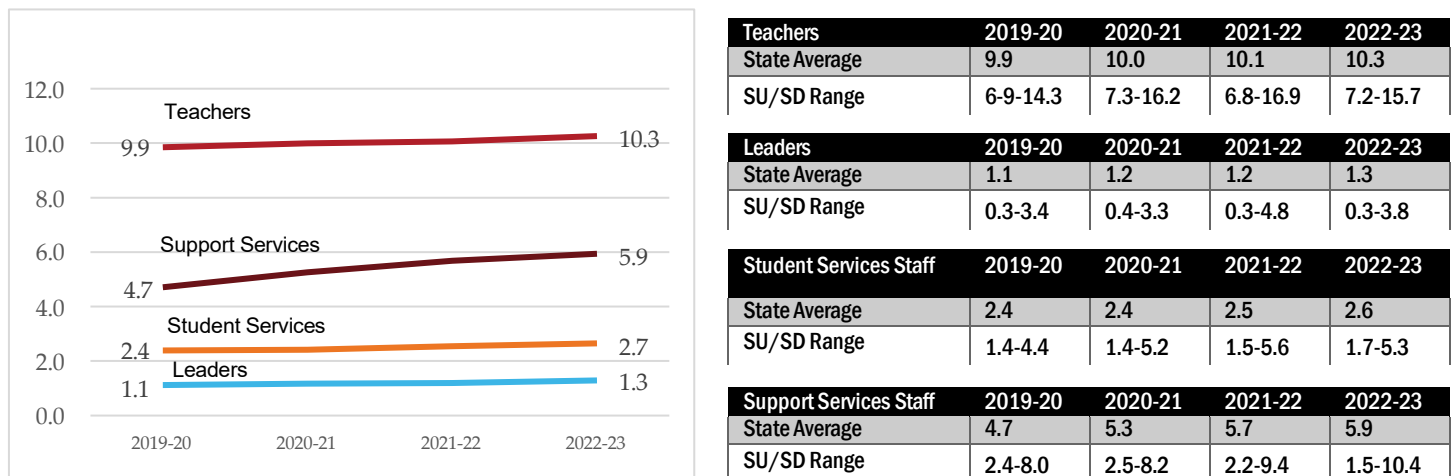
**Definitions:** *Per 100 figures:* calculated as total staff FTE in a personnel category divided by student enrollment times 100. *Average Salaries:* represent the total salary paid to a personnel category divided by the total FTE in that personnel category. Average salaries do not include benefits. *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. Appendix D includes the specific mapping by job category.

### Staffing Level Trends

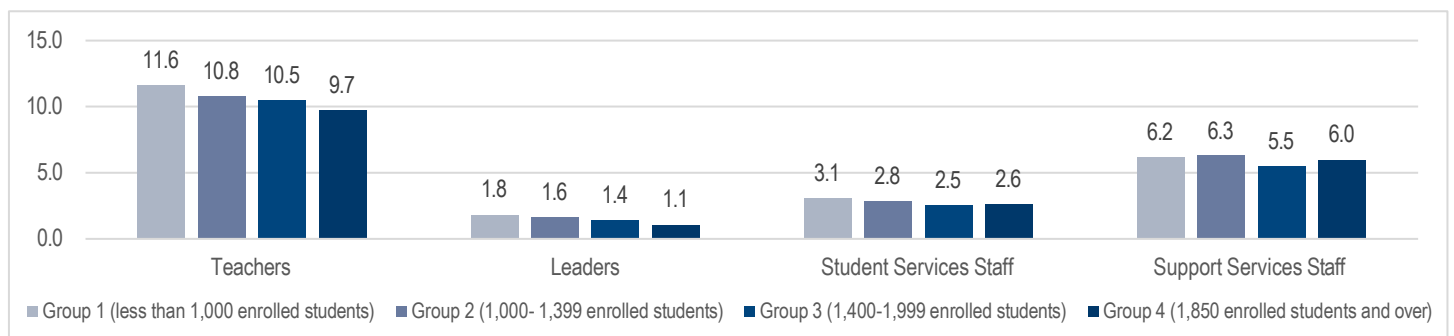
Since 2019-20, staffing levels, as measured by the average number of staff per 100 students, have increased for all personnel categories: teachers (9.8 to 10.3 teachers per 100 students), staff leaders (1.1 to 1.3 leaders per 100 students), and student service staff (0.4 to 0.6 student service staff members per 100 students). The biggest increases were seen for support services staff, increasing from 4.7 to 5.9 support service staff members per 100 students. Looking specifically at 2022-23, on average, staffing levels increased in most categories as SU/SD size decreased due to a lack of economies of scale. Staffing (specifically teachers and student services) was somewhat higher in higher need settings.

Since 2019-20, the number of teachers, leaders, student support, and support service staff per 100 students has increased. On average, staffing levels were related to SU/SD size, with the number of staff per 100 students increasing as SU/SD size decreased. Staffing (specifically teachers and student services) was somewhat higher in higher need settings.

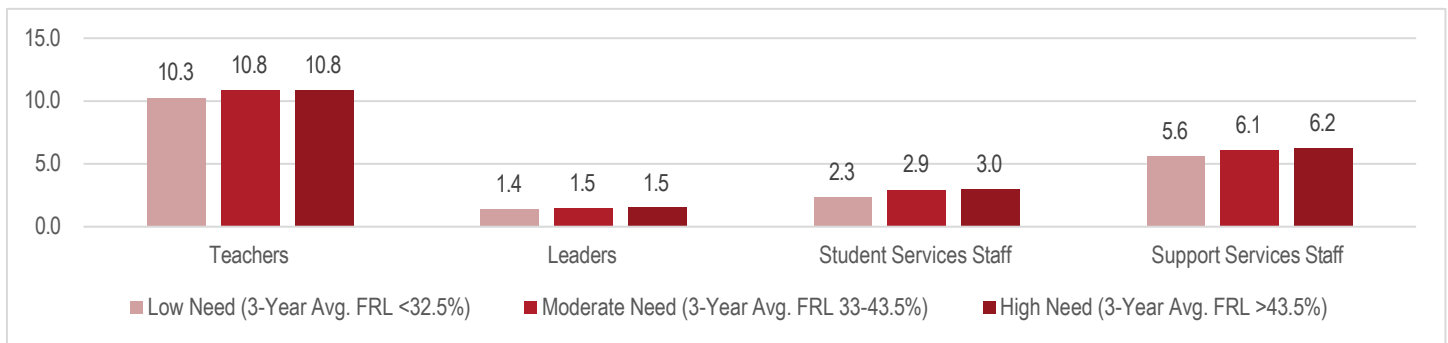
**Figure 13: Statewide Average Staff per 100 Students, 2019-20 to 2022-23**



**Figure 14: Average Staff Per 100 Students by SU/SD Size Categories (Using Enrollment), 2022-23**



**Figure 15: Average Staff Per 100 Students by High, Moderate and Low Need SU/SD Categories, FY20-23**



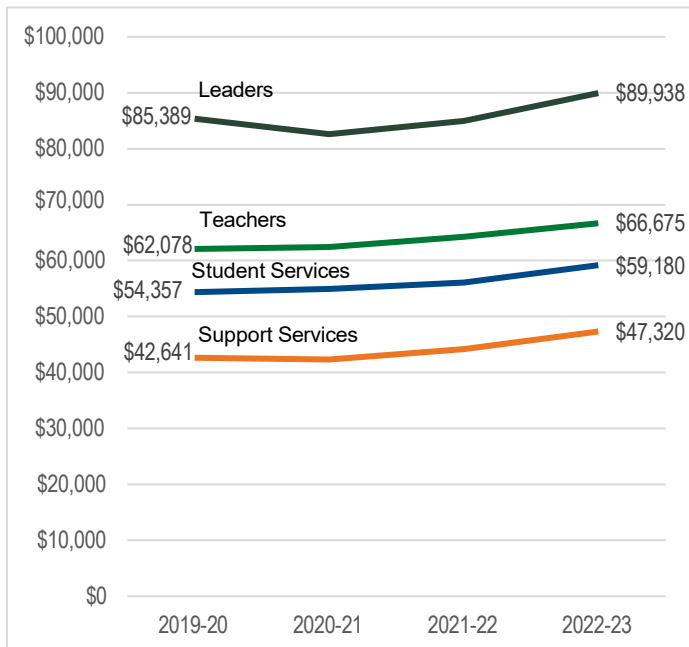
**Considerations:** changes in the number of staff members per 100 students may be due to additional positions hired, but in some instances could also be impacted by declining enrollment with the same number of staff serving fewer students. Additionally, in settings with a high number of tuitioned students, a portion of some staff may be in support of students not included in enrollment figures.

## Average Staff Salary Trends

Between 2019-20 and 2022-23, average salaries have increased for all personnel categories. Average salaries for teachers increased from \$62,078 to \$66,675 (7.3 percent); for leaders from \$85,389 to \$89,755 (5.1 percent); for student services staff from \$54,357 to \$59,180 (8.9 percent); and for support services staff from \$42,641 to \$47,320 (11.0 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. Lower need SU/SDs also had higher salaries than higher need SU/SDs.

Between 2019-20 to 2022-23, average salaries have increased for all personnel categories by 5.1 to 11.0 percent. Larger SUs tended to have higher average salaries than smaller SUs in most personnel categories. Lower need SU/SDs also had higher salaries than higher need SU/SDs.

**Figure 16: Average Salaries by Staff Category, 2019-20 to 2022-23**



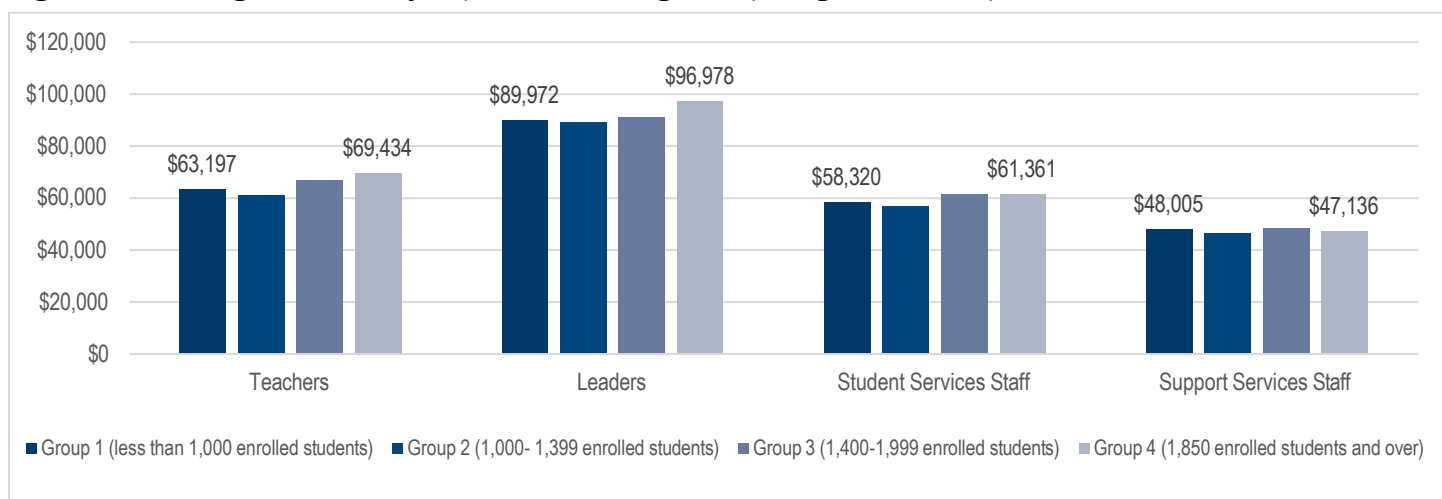
Teachers	2019-20	2020-21	2021-22	2022-23
State Average	\$62,078	\$62,413	\$64,250	\$66,675
SU/SD Range	\$44,336-81,190	\$40,503-80,499	\$35,876-89,759	\$53,638-100,366

Leaders	2019-20	2020-21	2021-22	2022-23
State Average	\$85,389	\$82,601	\$84,939	\$89,938
SU/SD Range	\$42,795-124,042	\$49,734-133,0055	\$47,500-124,498	\$55,656-125,806

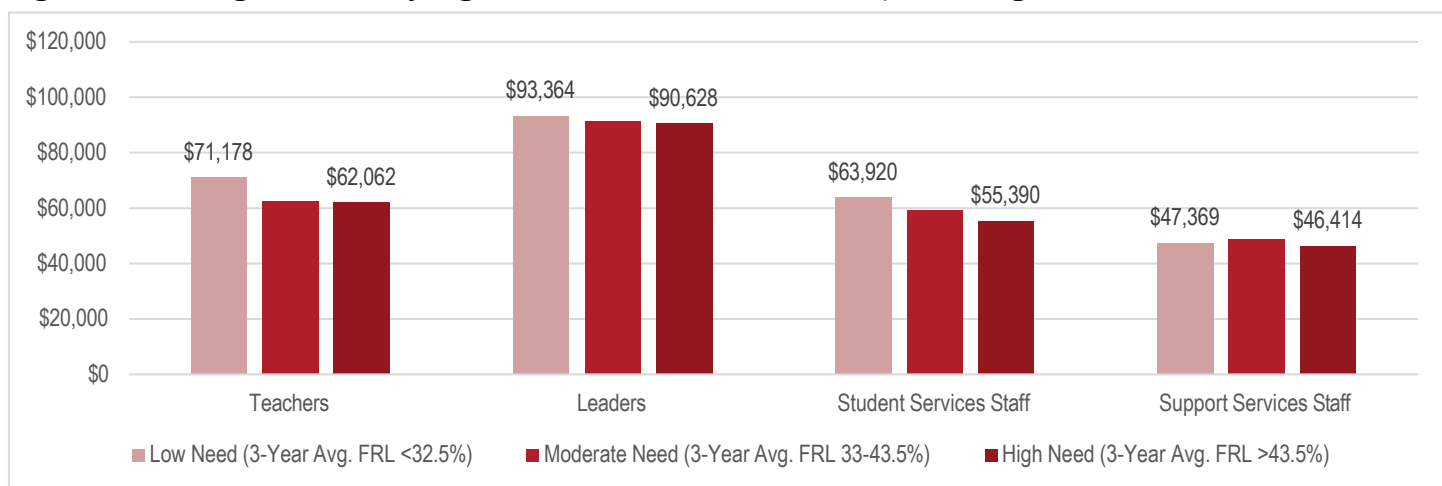
Student Services Staff	2019-20	2020-21	2021-22	2022-23
State Average	\$54,357	\$54,909	\$56,100	\$59,180
SU/SD Range	\$35,903-80,635	\$38,982-81,399	\$35,144-80,635	\$36,938-84,976

Support Services Staff	2019-20	2020-21	2021-22	2022-23
State Average	\$42,641	\$42,314	\$44,178	\$47,320
SU/SD Range	\$32,846-53,562	\$27,287-55,227	\$31,242-59,499	\$31,705-56,888

**Figure 17: Average Salaries by SU/SD Size Categories (Using Enrollment), 2022-23**



**Figure 18: Average Salaries by High, Moderate and Low Need SU/SD Categories, FY20-23**



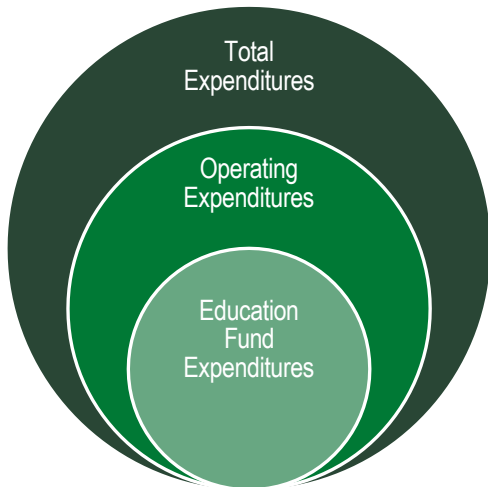
**Considerations:** salary variation may also reflect the mix and experience of staff that are categorized in each group.

## Expenditures

**Data Sources:** Data for this section include expenditure data reported by districts to AOE, aggregated to the SU level. Data include all expenditures (with limited exclusions) and the source of those expenditures. Detail on how to calculate these figures is included in Appendix D.

**Definitions:** *Total Expenditures:* total expenditures from all sources, which include local, state, federal and other funds; excluding duplicated expenditures and CTE expenditures. *Ongoing Expenditures* is all expenditures spent from the General Fund (1000-1999) or Special Revenues Funds (2000-2799), with the same exclusion of duplicated and CTE expenditures noted above, as well as excluding extracurricular/ athletic, capital, debt service, enterprise, trust, and permanent funds. *Ed Fund Expenditures:* expenditures from the General Fund (1000-1999) only, excluding duplicated and CTE expenditures as a proxy for expenditures paid for by the Education Fund (which is not directly tracked in expenditure data). *LTADM vs Equalized Pupils:* LTADM is long-term average daily membership (ADM) which uses an average of the current and prior year ADM, while equalized pupils was the finance system approach (at the time) which starts with LTADM and adjusts to reflect the 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). *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.

**Figure 19: Expenditure Tiers**



The examination of expenditures, or how SU/SDs spend their dollars, is done at three tiers. First, total expenditures are examined; this provides an understanding of all dollars that SU/SDs spend in a given year. Total expenditures include items that can vary from year to year, like capital (for example, a construction project or major technology purchases).

The second tier excludes expenses that vary from year to year, including spending on capital, debt service, enterprise trust, custodial, and permanent funds. The remaining expenditures are referred to as operating expenditures, or the spending on instruction, support, and operations. Both total expenditures and operating expenditures include funding from all sources, including ongoing local, state and federal sources, as well as one time funding sources, like grants or pandemic-related federal funding.

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 of expenditures focuses on a subset of ongoing expenditures that are funded through the Education Fund (using General Fund expenditures only as a proxy). This represents the amount of money that the state uses to fund schools. These are the expenditures that most closely reflect the taxpayer contributions, providing another important lens when considering expenditures for education.

This section will explore each of these tiers of expenditures (total, ongoing, and Education Fund only).<sup>9</sup>

<sup>9</sup> Total expenditures will include all funds; operating expenditures will include General fund (1000-1999) and Special Revenue Funds (2000-2799); Education Fund expenditures will include General Fund (1000-1999) only.

## Total Expenditures

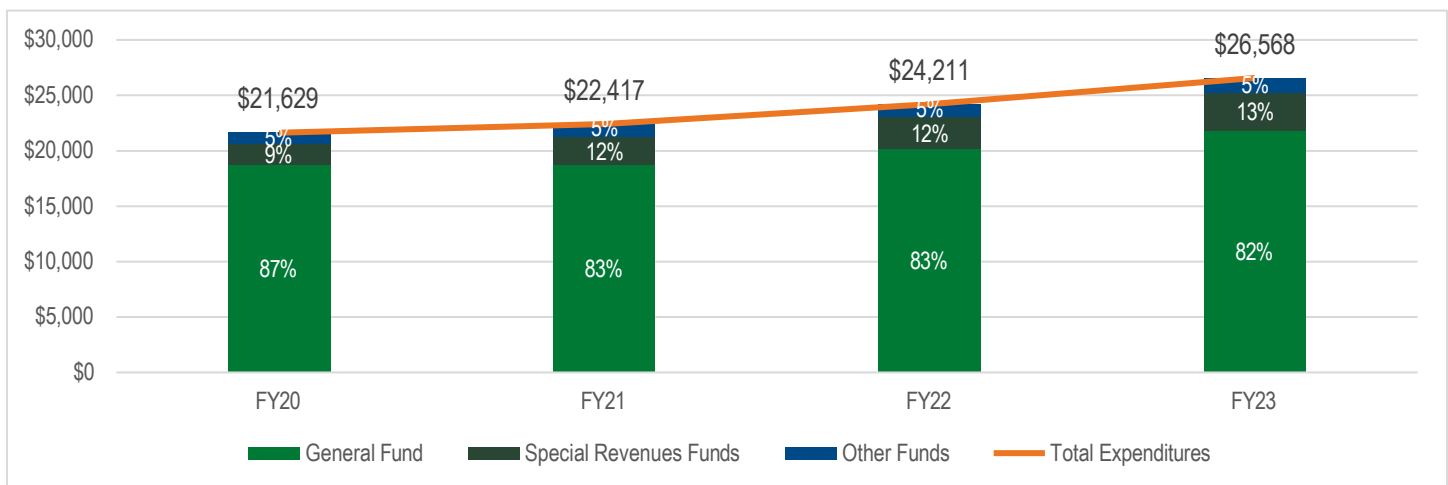
Since FY20, statewide total expenditures have increased from 1.88 billion to 2.23 billion, or an 18.5 percent increase; this is in part due to increased federal funding to address the impact of the pandemic. Expressed as a per LTADM figure, this increased from \$21,629 in FY20 to \$26,568 in FY23, for an increase in total expenditures of 22.8 percent. This report only includes data through FY23, as FY24 data is not yet available; it should be noted that additional increases are expected to be observed in that year.

Since FY20, statewide total expenditures have increased from 1.88 billion to 2.23 billion, or an 18.5 percent increase, in part due to increased federal funding to address the impact of the pandemic.

	FY20	FY21	FY22	FY23
<b>General Fund</b>	\$1,629,061,258	\$1,623,075,895	\$1,725,343,574	\$1,830,319,945
<b>Special Revenues (2000-2799)</b>	\$167,155,838	\$225,913,168	\$245,795,822	\$290,923,800
<b>Other Funds</b>				
<b>Special Revenues (2800-2999)</b>	\$734,580	\$234,342	\$923,146	\$1,855,562
<b>Capital</b>	\$34,544,664	\$42,860,057	\$43,616,462	\$51,178,985
<b>Debt Service</b>	\$2,418,802	\$3,201,952	\$1,182,072	\$1,186,488
<b>Permanent</b>	\$989,733	\$960,561	\$35,746	\$293,868
<b>Enterprise</b>	\$46,125,827	\$44,640,356	\$50,993,905	\$51,609,587
<b>Trust</b>	\$1,059,928	\$5,933,714	\$2,249,135	\$1,985,600
<b>Custodial</b>	\$1,052,722	\$1,314,070	\$1,469,125	\$2,388,496
<b>Total Expenditures</b>	<b>\$1,883,143,353</b>	<b>\$1,948,134,116</b>	<b>\$2,071,608,986</b>	<b>\$2,231,742,332</b>

In FY23, 82% of total expenditures were and funded through the Education Fund and property taxes, while 13% were through special revenue funds, which includes federal funding sources. The difference in the share of expenditures between the general fund and special revenues is likely due to increased federal funding to address the impact of the pandemic. The remaining 5% of expenditures are through other funds, primarily capital and enterprise expenditures (2.3% each).

**Figure 20. Total Expenditures per LTADM by Fund, FY20-23**

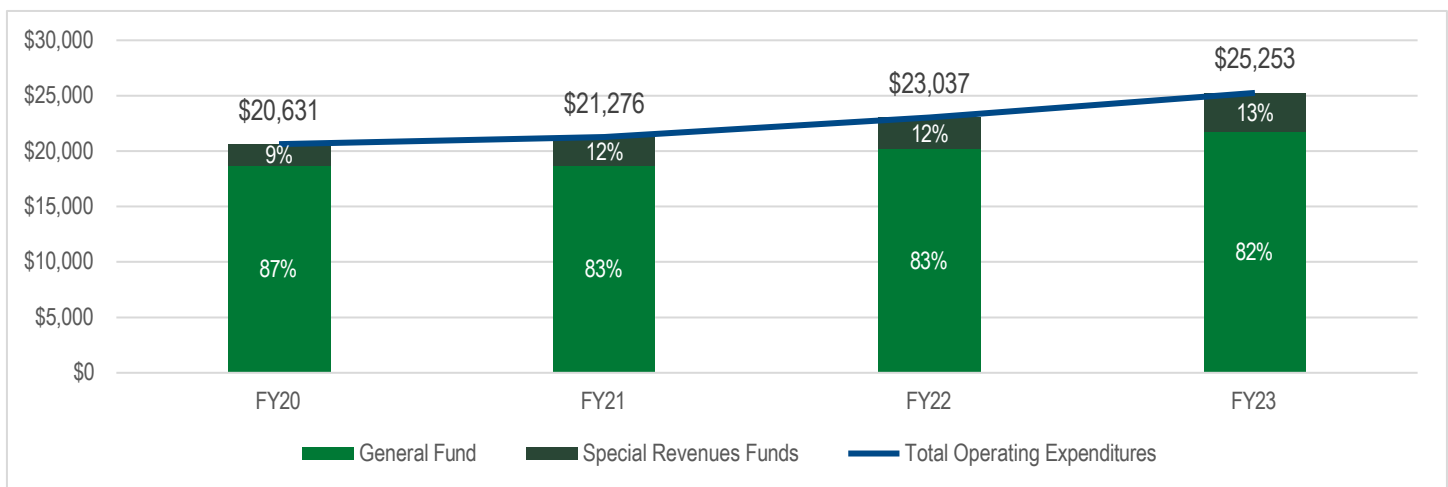


## Operating Expenditures

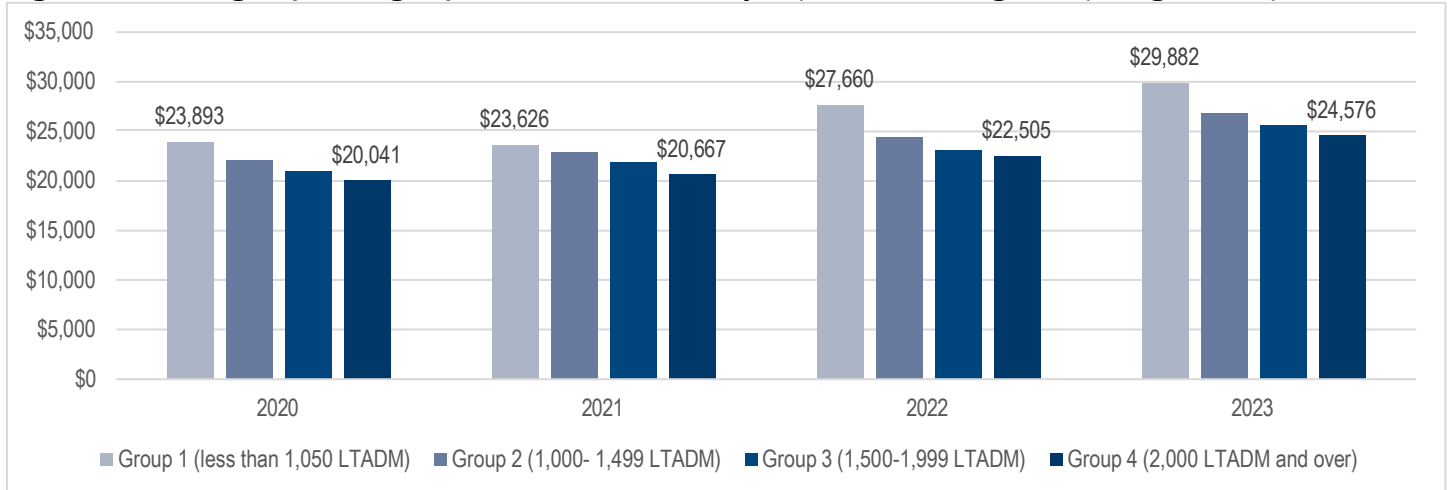
This section narrows down to looking just at operating expenditures (General Fund and Special Revenues only) by excluding the 5% of total expenditures that are from capital, debt service, enterprise trust, custodial, and permanent funds. Per LTADM, operating expenditures increased from \$20,631 in FY20 to \$25,253 in FY23, for a similar percent change as seen for total expenditures (22.4%). Per LTADM expenditures varied by SU/SD, with significantly higher expenditures on a per LTADM basis observed in the smallest SU/SD settings, and in higher need settings (but to a lesser difference in scale). 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, operating expenditures per LTADM has increased from \$20,631 to \$25,253, or a 22.4% change. Again, this is in part due to increased federal funding to address the impact of the pandemic. Operating expenditures per LTADM appears to be largely related to size of setting, as well as FRL.

**Figure 21: Statewide Operating Expenditures Per LTADM, FY20-23**

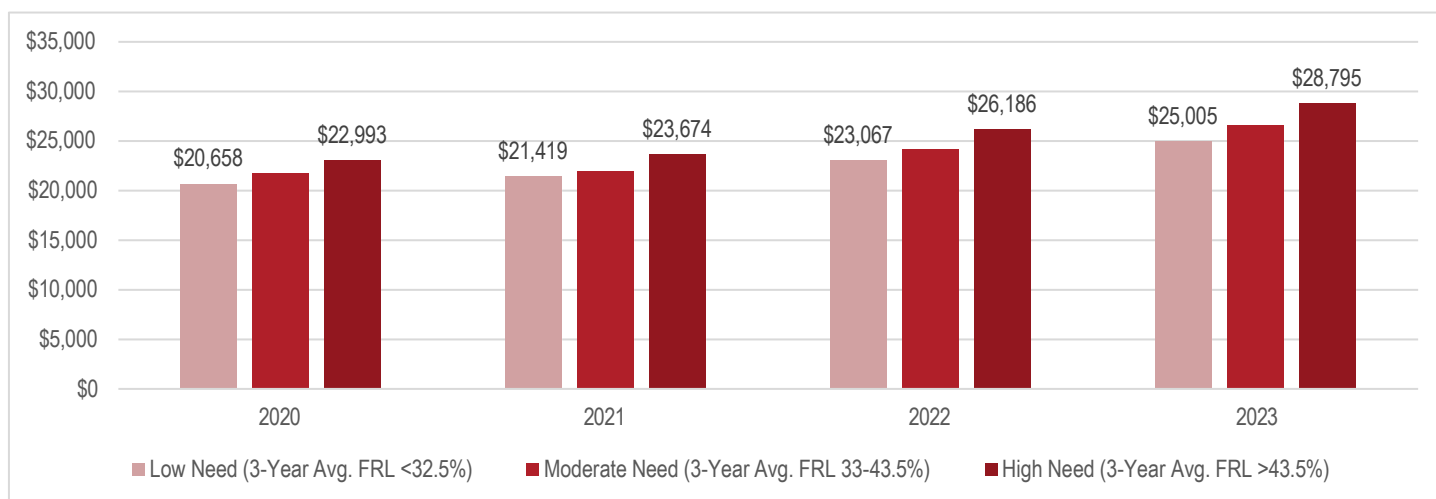


**Figure 22: Average Operating Expenditures Per ADM by SU/SD Size Categories (Using LTADM), 2022-23**

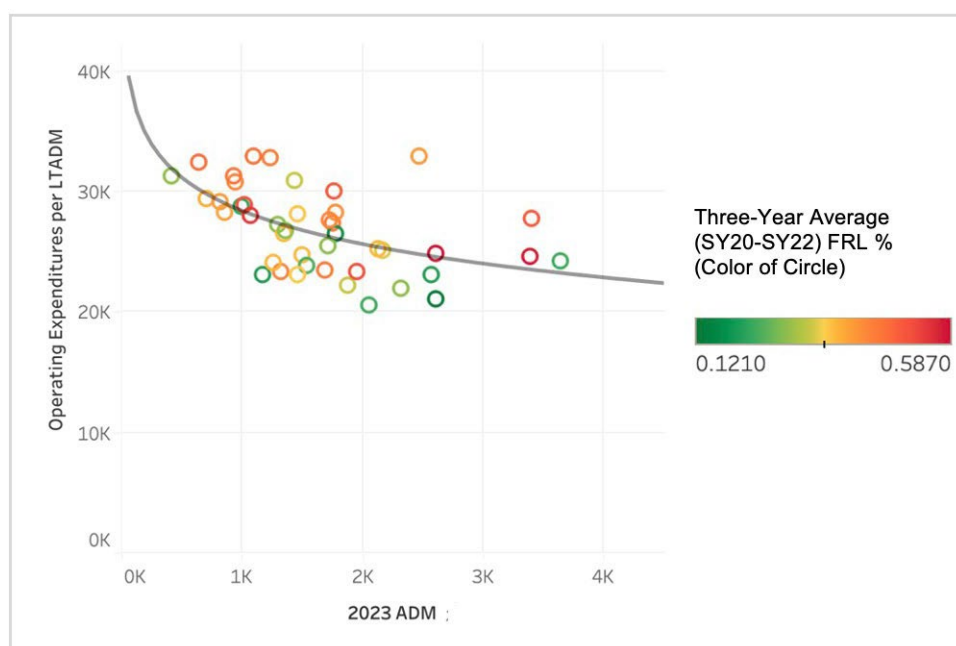




**Figure 23: Average Operating Expenditures Per LTADM by High, Moderate and Low Need SU/SD Categories, FY20-23**



**Figure 24: FY23 Operating Expenditures Per ADM vs. SY23 ADM**



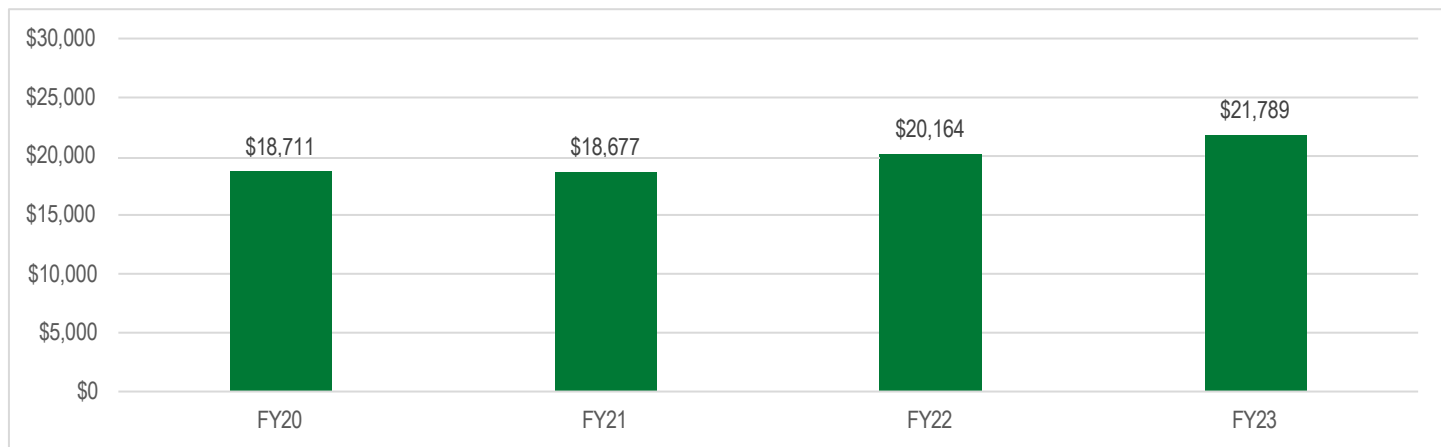
## Education Fund Expenditures

Finally, our analysis narrows to just Education Fund (Ed Fund) expenditures (using General Fund expenditures as a proxy), which are funded by taxpayers. Through this lens, Ed Fund expenditures per LTADM have increased from \$18,711 in FY20 to \$21,789 in FY23, an increase of 16.5 percent. Similar to operating expenditures, higher per LTADM Ed Fund expenditures were seen in smaller settings, and the difference between the smallest and largest settings has grown since FY20. However, while operating expenditures, which considered all funding sources (local, state and federal) increased significantly as need increased (about \$4,000 higher in high need vs. low need SU/SDs), when looking only at Ed Fund expenditures the difference between the expenditures in low need and high need SU/SDs was much smaller (less than \$1,000 per LTADM).

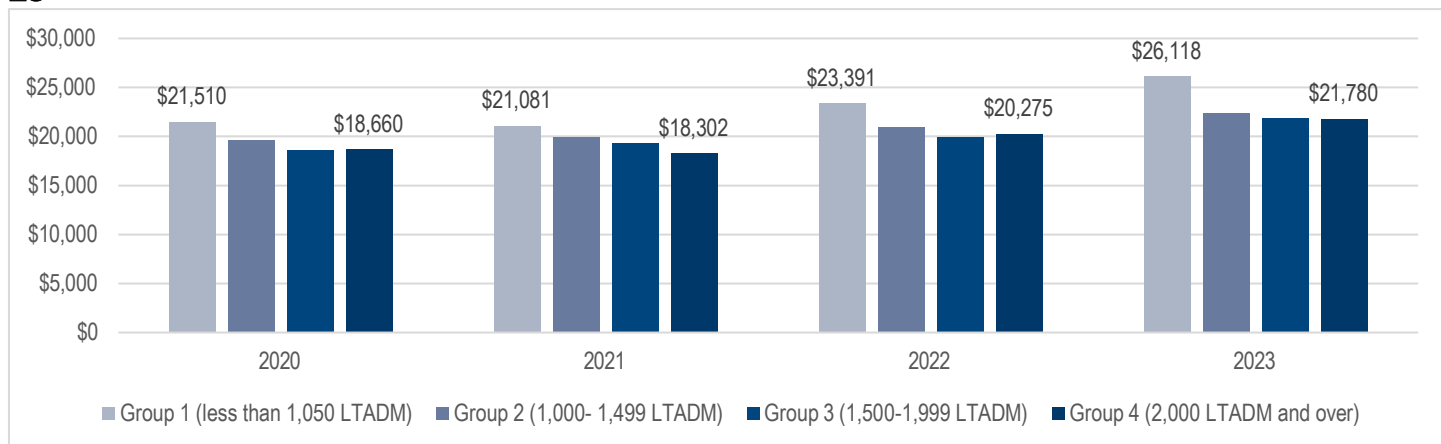
**Between FY20 and FY23, Education Fund expenditures per LTADM have increased by 16.5%. Higher Ed Fund expenditures are seen in smaller settings, but there is minimal difference in Ed Fund expenditures between SU/SDs based upon need.**

The last chart presents the relationship between Education Fund expenditures per LTADM and student performance in 2022-23 while also highlighting student need (as measured by 20-22 three-year average FRL) and size. Generally, higher performing, lower spending SU/SDs have lower FRL percentages, while lower performing, higher spending SU/SDs have higher FRL percentages.

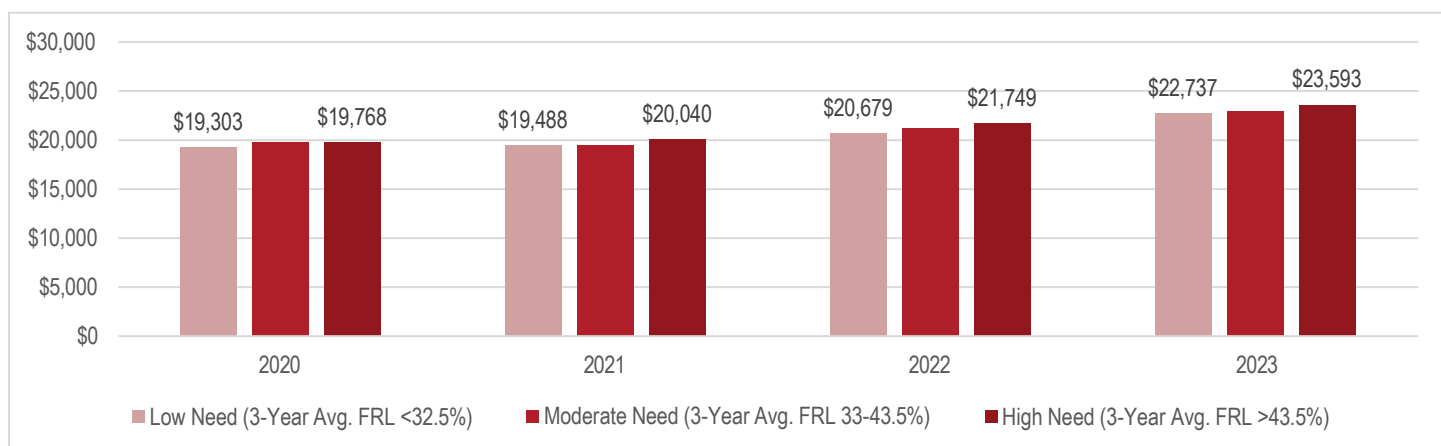
**Figure 25: Statewide Ed Fund Expenditures Per LTADM, FY20-23**



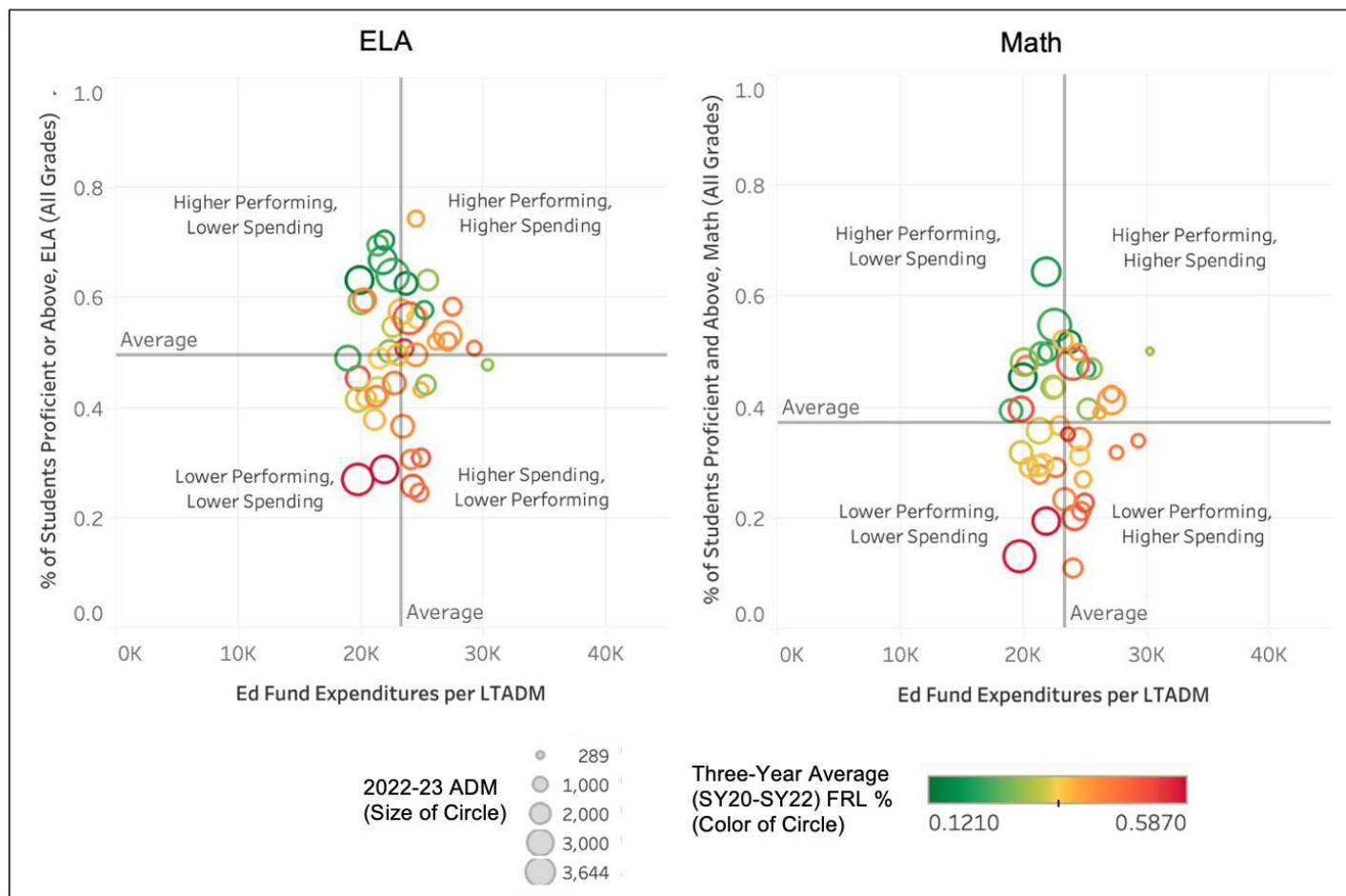
**Figure 26: Average Ed Fund Expenditures Per LTADM by SU/SD Size Categories (Using LTADM), 2022-23**



**Figure 27: Average Ed Fund Expenditures Per LTADM by High, Moderate and Low Need SU/SD Categories, FY20-23**



**Figure 28: FY23 Education Fund Expenditures Per LTADM Vs VTCAP Student Performance (All Grades), 2022-23**



**Considerations:** Note, the chart above presents Education Fund expenditures per LTADM vs. student performance and 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, and SU055 are excluded. As such, averages may differ than shown elsewhere in this report.

This chart is intended to explore a new way of linking SU/SD Education Fund expenditures, performance, size and need, and is only an illustrative example to prompt conversation about how well the system was serving students at the time. The size of each circle indicates SU/SD size by ADM; the color of the circle indicates student need based on FRL; and placement in the quadrants indicates spending and student performance compared to the average. This chart does not seek to evaluate a SU/SD's individual performance, rather to show trends when these four variables are considered together.

## Special Education Expenditures

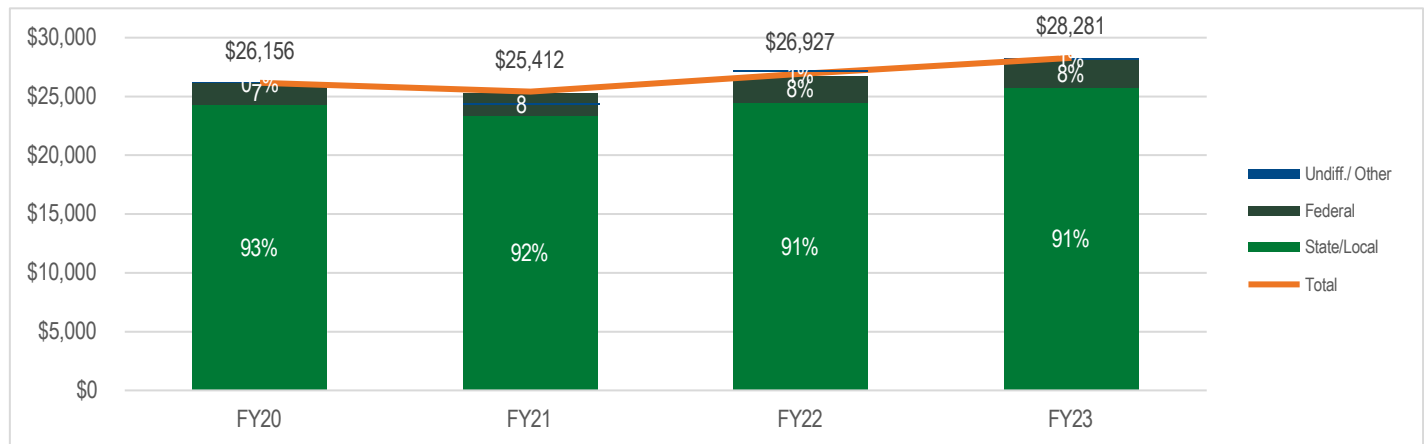
Statewide special education expenditures per special education student increased from \$26,156 in FY20 to \$28,281 in FY23 (with a somewhat lower per student amount seen in FY21 during the pandemic). Only about 8% of special education expenditures are paid for by federal sources.

The increase in expenditures for special education per pupil represented an 8.1% increase, compared to a 22.8% 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 21.5% to 19.6% during this time. This was likely impacted by the additional federal pandemic relief funds, which were not specifically targeted for special education students.

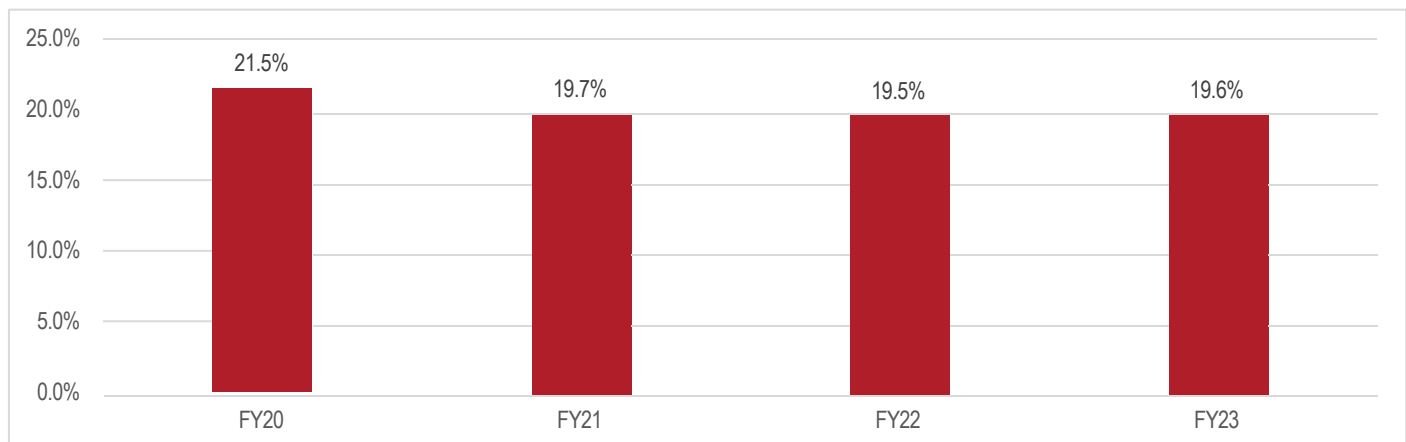
Special education expenditures per pupil (total enrollment) were higher in smaller SU/SDs than in larger SU/SDs, but there was less of a clear pattern by SU/SD size when looking at special education expenditures per special education student; averages were also consistent across SU/SD need groups.

**Statewide special education expenditures in SU/SDs increased between FY20 to FY23, from \$26,156 to \$28,281 per special education student. This increase of 8.1% compares to an increase of 18.5% 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 decreased from 21.5 to 19.6%.**

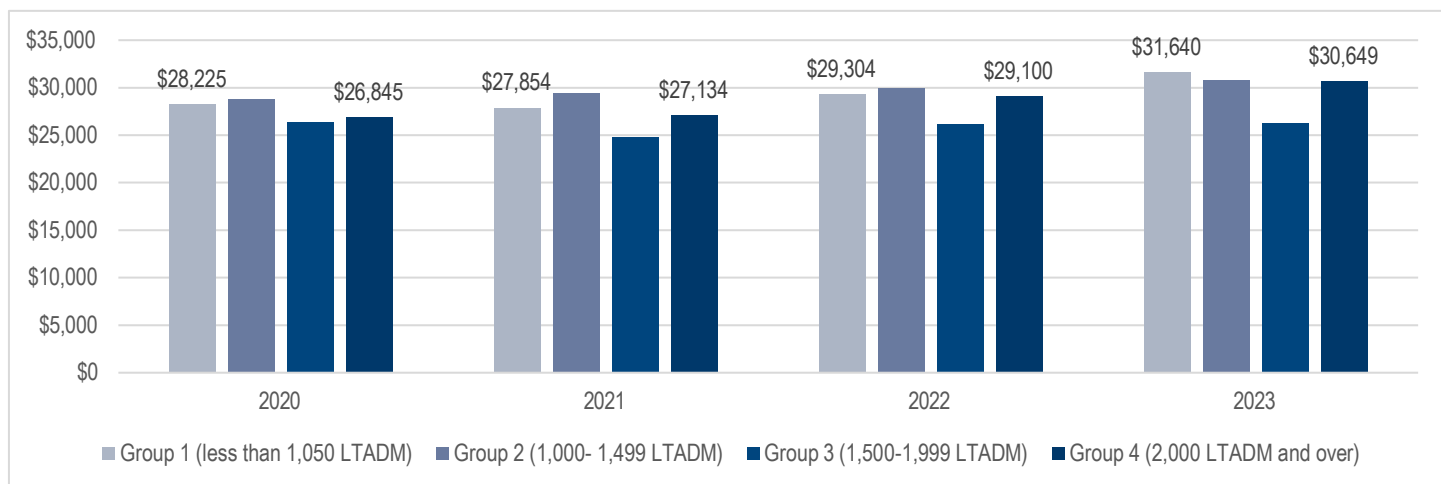
**Figure 29: Statewide Special Education Expenditures Per Special Education Student, by Source, FY20-23**



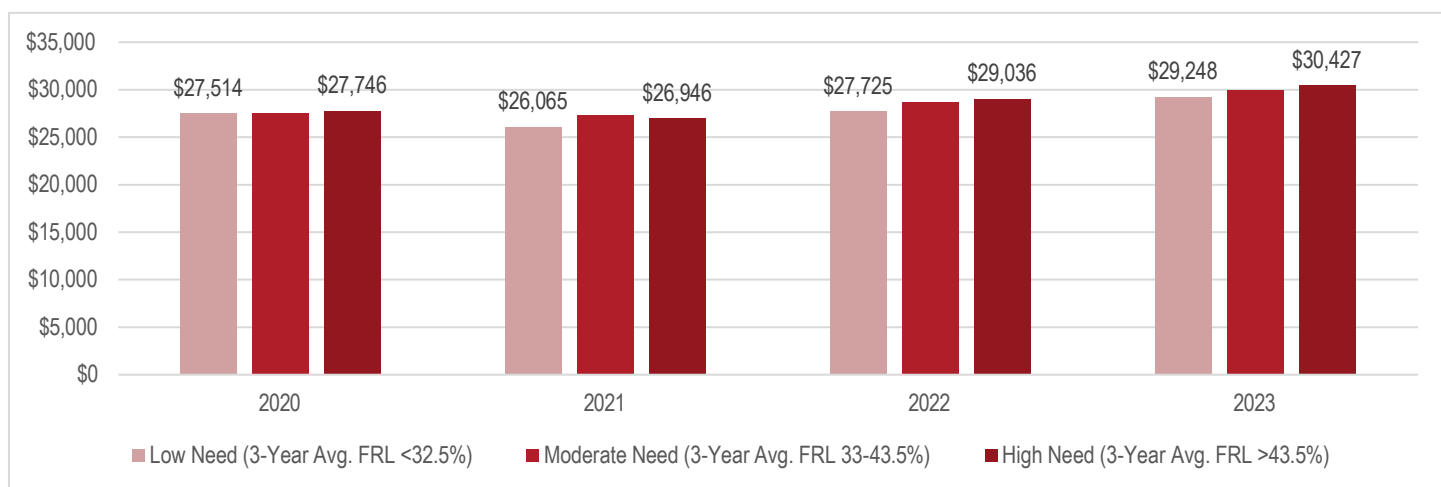
**Figure 30: Statewide Special Education Expenditures as Percentage of Total Expenditures, FY20-23**



**Figure 31: Average SU/SD Special Education Expenditures Per Special Education Student by SU/SD Size Categories (Using LTADM), 2022-23**



**Figure 32: Average SU/SD Special Education Expenditures Per Special Education Student by High, Moderate and Low Need SU/SD Categories, 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.*

## Appendix A: SU/SDs by Region and Groupings (For the Purposes of the Report)

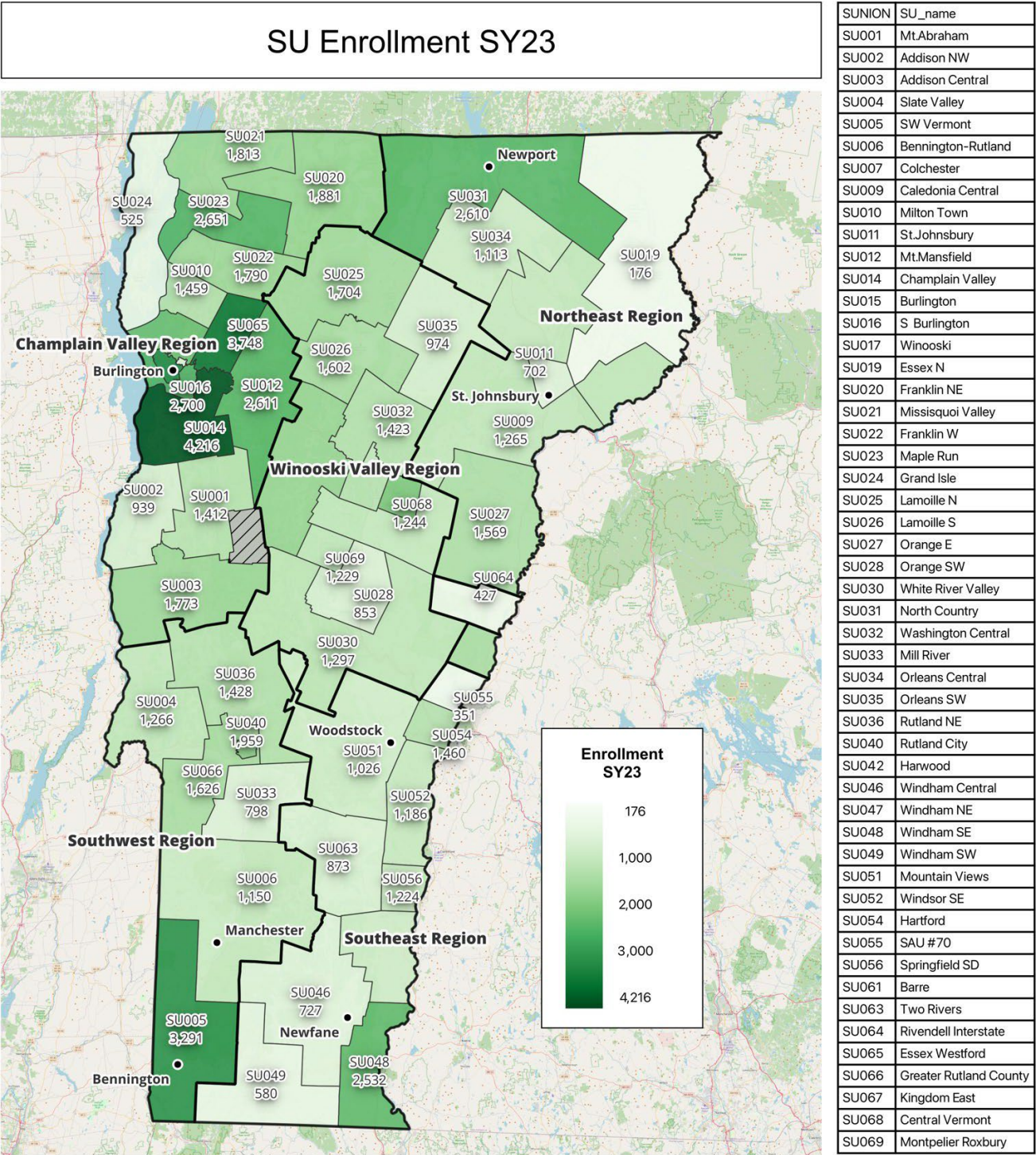
SU ID	SU Name	Region	Enrollment Size Group (Smallest to Largest)	LTADM Size Group (Smallest to Largest)	Need Group (Low to High FRL)
SU019	Essex North SU	Northeast Region	3	2	1
SU064	Rivendell Interstate SD	Southeast Region	1	1	1
SU055	SAU 70	Southeast Region	3	3	1
SU024	Grand Isle SU	Champlain Valley Region	2	2	2
SU049	Windham Southwest SU	Southeast Region	4	4	3
SU011	St. Johnsbury SD	Northeast Region	2	4	2
SU046	Windham Central SU	Southeast Region	4	4	1
SU033	Mill River UUSD	Southwest Region	2	2	2
SU017	Winooski SD	Champlain Valley Region	3	2	2
SU028	Orange Southwest UUSD	Winooski Valley Region	1	2	3
SU063	Two Rivers SU	Southeast Region	4	4	1
SU002	Addison Northwest SD	Champlain Valley Region	4	4	1
SU035	Orleans Southwest SU	Winooski Valley Region	4	4	3
SU047	Windham Northeast SU	Southeast Region	4	4	1
SU051	Mountain Views SU	Southeast Region	1	1	3
SU034	Orleans Central SU	Northeast Region	1	1	1
SU006	Bennington Rutland SU	Southwest Region	4	3	3
SU069	Montpelier Roxbury SD	Winooski Valley Region	3	3	2
SU052	Windsor Southeast SU	Southeast Region	3	4	1
SU056	Springfield SD	Southeast Region	4	4	2
SU067	Kingdom East SD	Northeast Region	1	1	2
SU004	Slate Valley UUSD	Southwest Region	3	3	2
SU068	Central Vermont SU	Winooski Valley Region	3	3	1
SU009	Caledonia Central SU	Northeast Region	3	3	2
SU030	White River Valley SU	Winooski Valley Region	1	1	2
SU001	Mt. Abraham USD	Champlain Valley Region	2	3	3
SU010	Milton SD	Champlain Valley Region	4	4	3
SU036	Rutland Northeast SU	Southwest Region	3	2	1
SU054	Hartford SD	Southeast Region	1	1	2
SU032	Washington Central UUSD	Winooski Valley Region	2	2	3
SU027	Orange East SU	Northeast Region	1	1	3
SU066	Greater Rutland County SU	Southwest Region	3	3	2
SU026	Lamoille South SU	Winooski Valley Region	4	3	3
SU025	Lamoille North SU	Winooski Valley Region	3	3	1

<b>SU ID</b>	<b>SU Name</b>	<b>Region</b>	<b>Enrollment Size Group (Smallest to Largest)</b>	<b>LTADM Size Group (Smallest to Largest)</b>	<b>Need Group (Low to High FRL)</b>
<b>SU003</b>	Addison Central SD	Champlain Valley Region	1	1	3
<b>SU022</b>	Franklin West SU	Champlain Valley Region	2	2	3
<b>SU042</b>	Harwood UUSD	Winooski Valley Region	1	1	3
<b>SU021</b>	Missisquoi Valley SD	Champlain Valley Region	2	1	1
<b>SU020</b>	Franklin Northeast SU	Champlain Valley Region	2	2	2
<b>SU040</b>	Rutland City SD	Southwest Region	3	2	1
<b>SU061</b>	Barre UUSD	Winooski Valley Region	1	1	1
<b>SU007</b>	Colchester SD	Champlain Valley Region	2	2	3
<b>SU048</b>	Windham Southeast SU	Southeast Region	4	4	2
<b>SU012</b>	Mt. Mansfield UUSD	Champlain Valley Region	1	1	2
<b>SU031</b>	North Country SU	Northeast Region	1	1	3
<b>SU023</b>	Maple Run USD	Champlain Valley Region	4	4	1
<b>SU016</b>	South Burlington SD	Champlain Valley Region	3	3	2
<b>SU005</b>	Southwest Vermont SU	Southwest Region	2	3	3
<b>SU015</b>	Burlington SD	Champlain Valley Region	2	2	2
<b>SU065</b>	Essex Westford ECUUSD	Champlain Valley Region	2	2	1
<b>SU014</b>	Champlain Valley SD	Champlain Valley Region	3	2	1



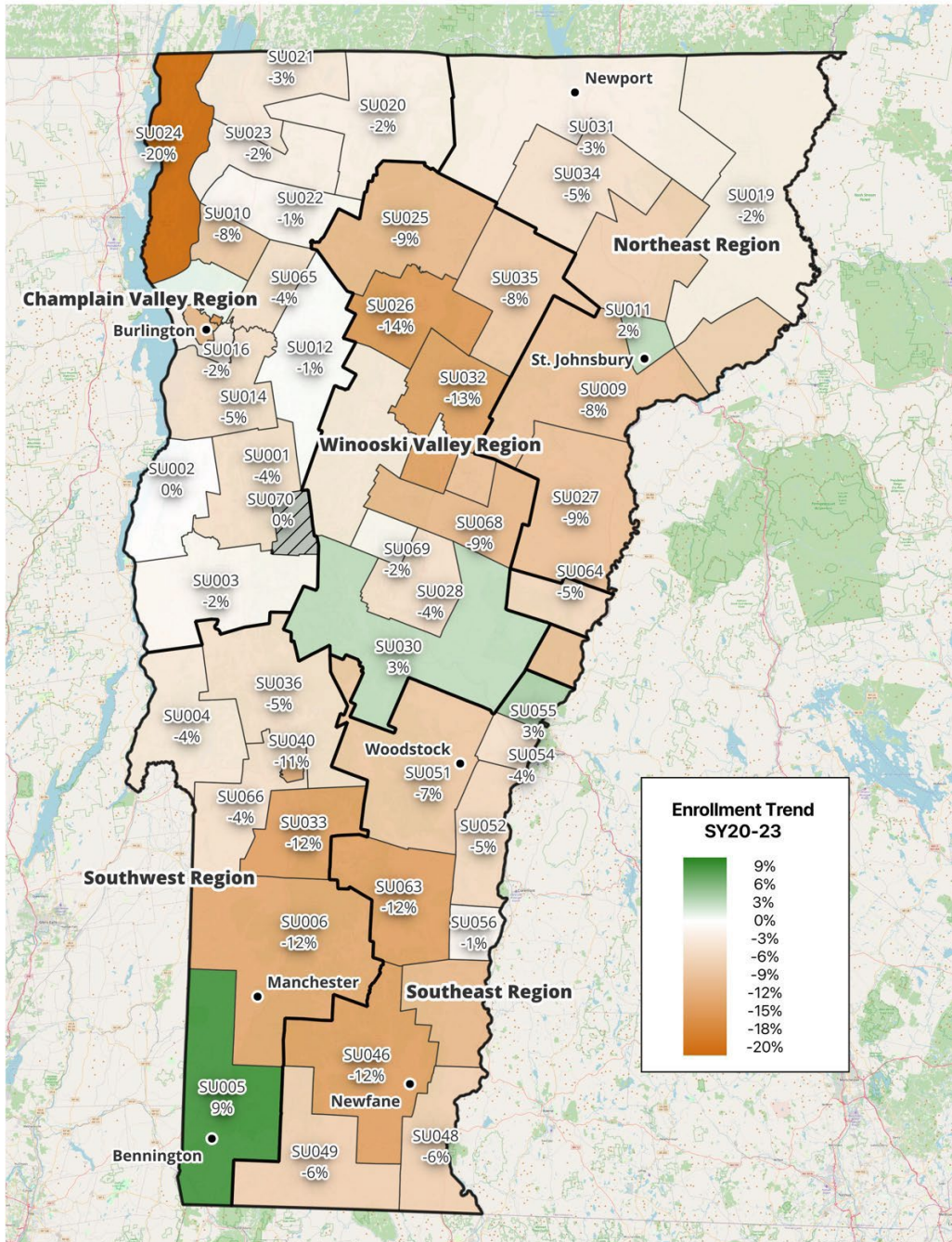
Appendix B: Maps

Total Enrollment in SU/SDs, 2022-23 School Year





## 4-Year Change in SU Enrollment (SY20-23)

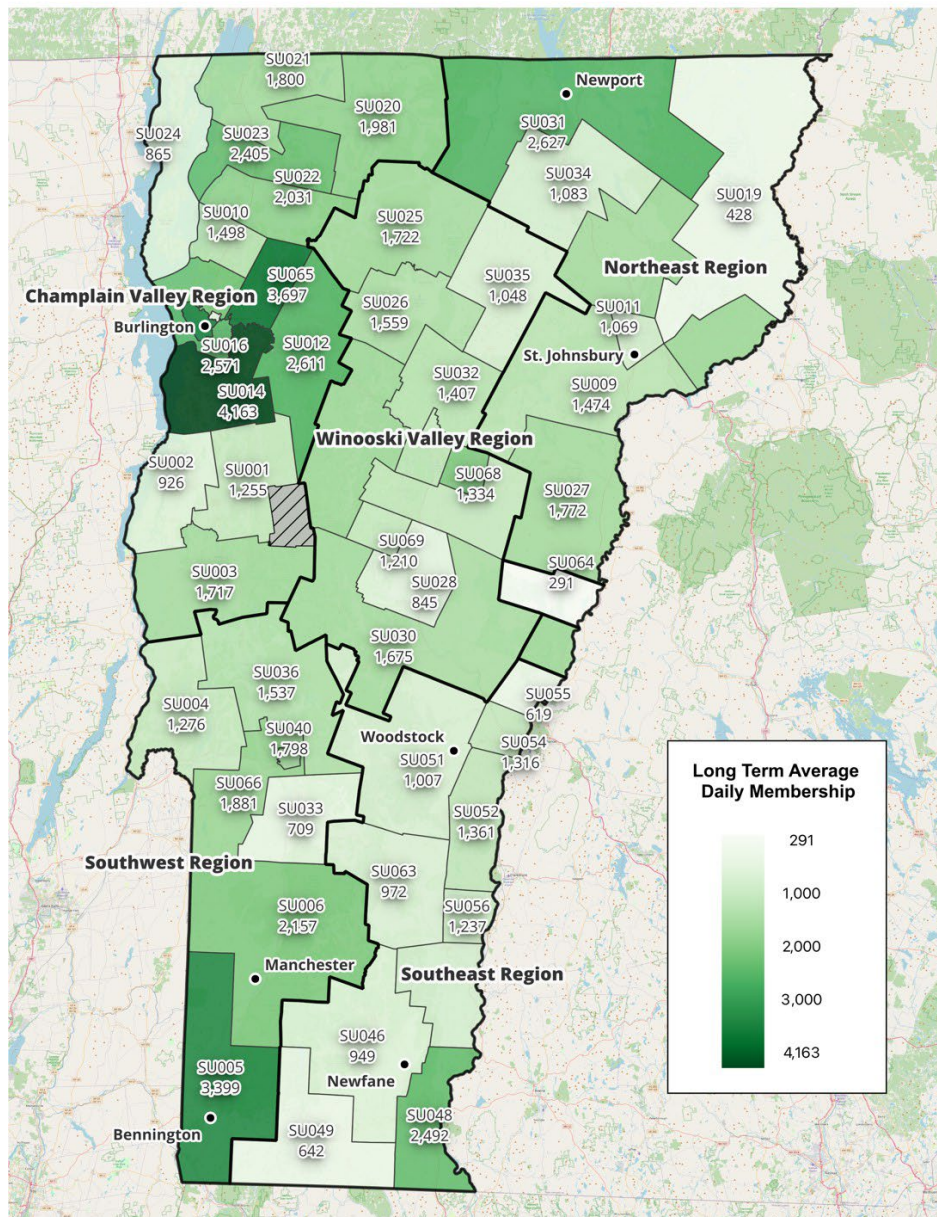


SUNION	SU_name
SU001	Mt.Abraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
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



## Long-Term ADM, 2022-23 School Year

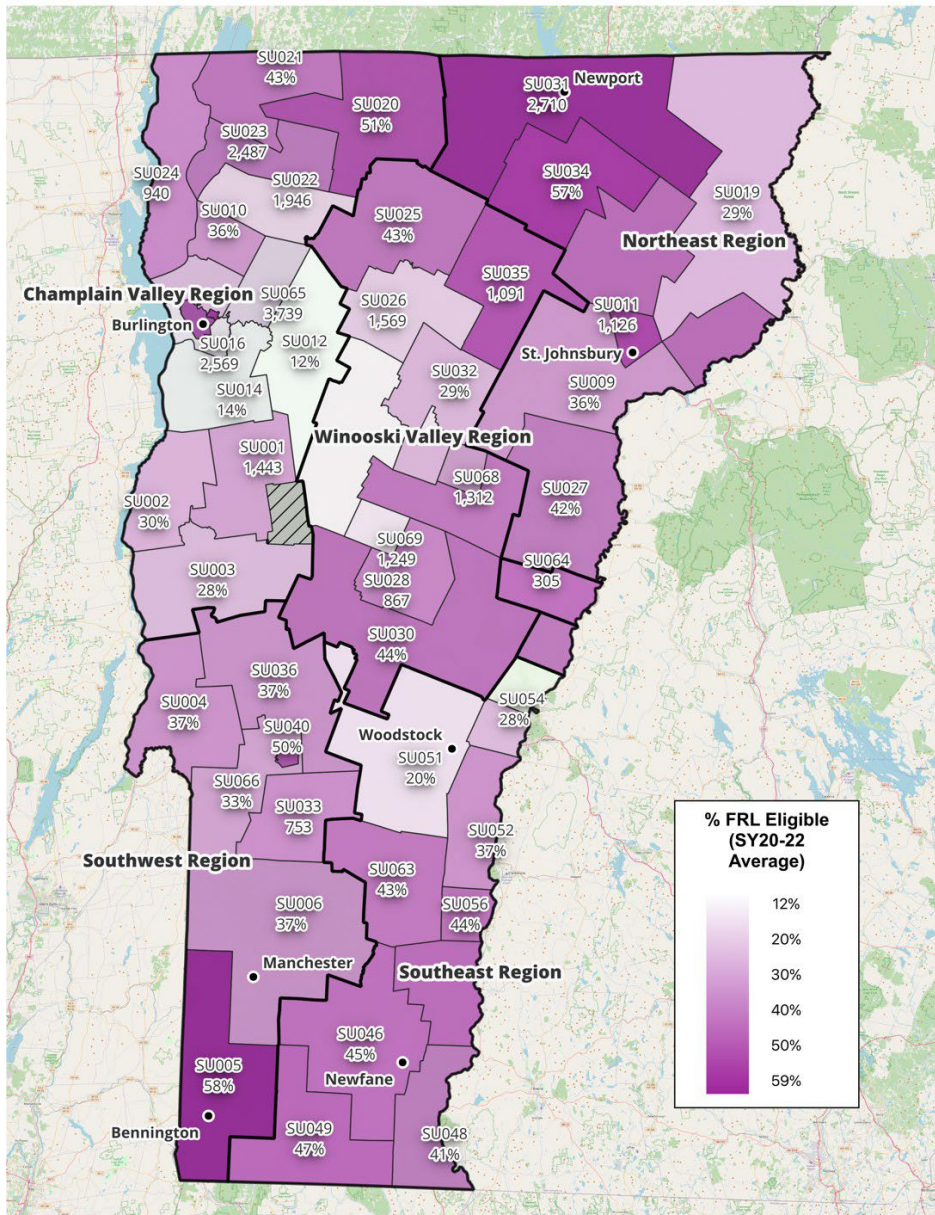
Long Term Average Daily Membership by SU (SY23)





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

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

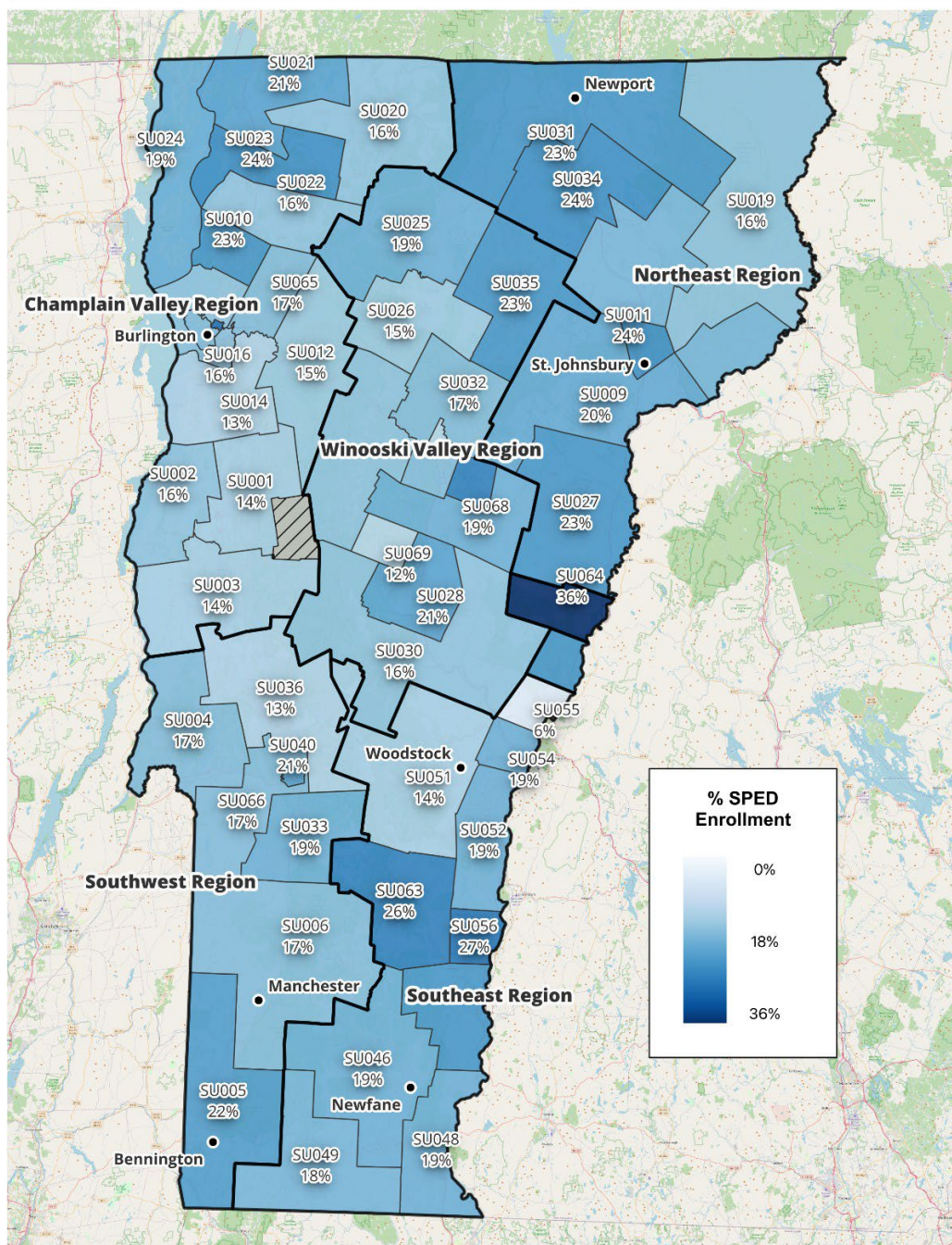


SUNION	SU_name
SU001	Mt.Abraham
SU002	Addison NW
SU003	Addison Central
SU004	Slate Valley
SU005	SW Vermont
SU006	Bennington-Rutland
SU007	Colchester
SU009	Caledonia Central
SU010	Milton Town
SU011	St.Johnsbury
SU012	Mt.Mansfield
SU014	Champlain Valley
SU015	Burlington
SU016	S Burlington
SU017	Winooski
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

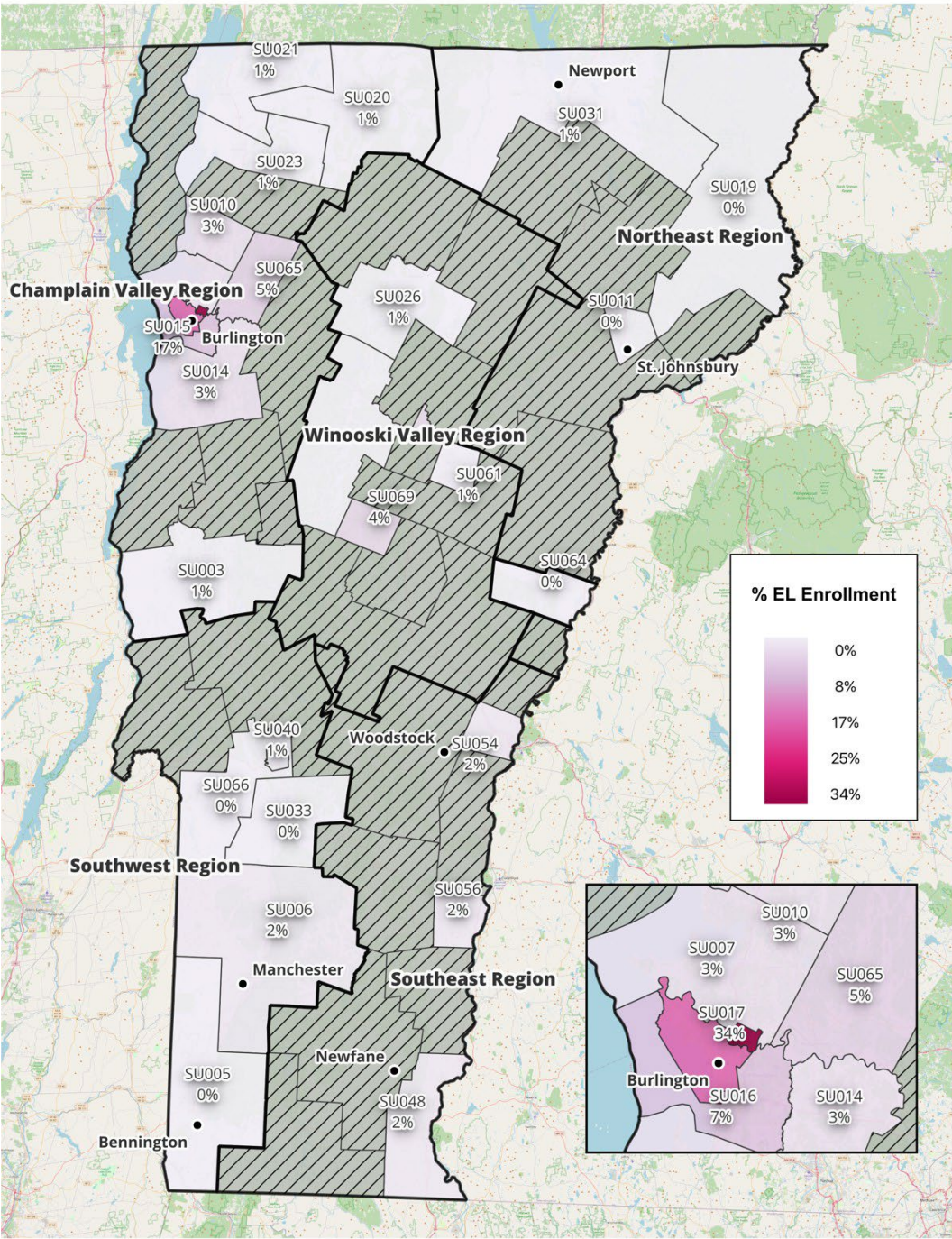
### Special Education Enrollment by SU (SY23)



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

Grayed out areas are SU/SDs with suppressed ELL data due to small population size

## Appendix C: Additional Detail on Calculations

To provide greater clarity for what has been included or excluded from data sets, the following “recipes” are intended to help recreate data for SU/SDs or the statewide data sets.

### How to Calculate: October 1<sup>st</sup> Enrollment

#### Overview

The calculation process for October 1<sup>st</sup> enrollment included in the Listen & Learn State and SU Profile Reports involves joining identity, enrollment and grade progression records from three different tables within a single data collection submitted by SU/SDs to AOE. Records are linked by student State ID number (also known as permnumber), enrolling org or school ID number, and school year. Each student must have records in each area, as the relationships between these records ensure the accuracy of the final calculations. Please note that future changes to the way student data is collected and stored in Vermont may affect the number of, and relationships between, records involved in official enrollment calculations.

#### Criteria for Inclusion of Records

1. Records must be from the fall data collection period of the chosen school year.
2. Administrative status of students must not be home study or receiving services at the school but enrolled elsewhere. (Students enrolled elsewhere will be counted as enrolled at the sending school.)
3. Students must be enrolled in public school (Enrolling org ID begins with PS or PI [Rivendell Academy]).
4. Records must not represent infants, toddlers, or post-graduate adults with a diploma.
5. Students must be enrolled on October 1<sup>st</sup>. (Begin and end dates must encompass October 1<sup>st</sup>.)
6. Students must be enrolled in a specific grade on October 1<sup>st</sup>. (Begin and end dates for the grade must encompass October 1<sup>st</sup>.)

#### Query and Explanation

Query language	Explanation
query = ""SELECT DISTINCT grade_prog.SY, stu_id.ADMINID, grade_prog.ENRORGID AS ORG_ID, GRADE, grade_prog.PERMNUMBER FROM [VTSourceData].[FF].[4_PS_Enroll_Snapshot] ps_enroll	Selecting School Year, SU/SD, School, Grade, Student ID from enrollment table
JOIN [VTSourceData].[FF].[5_PS_GradeProg_Snapshot] grade_prog ON ps_enroll.PERMNUMBER = grade_prog.PERMNUMBER AND ps_enroll.ENRORGID = grade_prog.ENRORGID AND ps_enroll.ADMINID = grade_prog.ADMINID AND ps_enroll.CollectionID = grade_prog.CollectionID JOIN [VTSourceData].[FF].[0_Student_Identity_Snapshot] stu_id ON ps_enroll.PERMNUMBER = stu_id.PERMNUMBER AND ps_enroll.ENRORGID = stu_id.ENRORGID AND ps_enroll.ADMINID = stu_id.ADMINID AND ps_enroll.CollectionID = stu_id.CollectionID	Keeping only records reported in the same data collection as enrolled, in a specific grade, and having identity information, with matching Student ID, School, SU/SD
WHERE stu_id.CollectionID = "" + dc6_collection_curr_year + ""	Specifying data collection must be fall data collection period of the chosen school year
AND ADMINSTAT NOT IN ('04', '05', '07')	Excluding home study students and students receiving services at the school but enrolled



Query language	Explanation
	elsewhere
AND (ps_enroll.ENRORGID LIKE 'PS%' OR ps_enroll.ENRORGID LIKE 'PI%')	Ensuring students are enrolled in public school
AND GENDER IS NOT NULL	Ensuring students have a reported value for Gender column
AND GRADE NOT IN ('IT', 'PD')	Excluding Infant & Toddler and Post-Graduate/Adult with Diploma Grades
AND (CONVERT(date, ENRENDDATE) >= CONVERT(date, '10/1/' + str(prev_year) + '')) OR ENRENDDATE IS NULL) AND CONVERT(date, ENRBEGDATE) <= CONVERT(date, '10/1/' + str(prev_year) + '')) AND (CONVERT(date, GRADEEND) >= CONVERT(date, '10/1/' + str(prev_year) + '')) OR GRADEEND IS NULL) AND CONVERT(date, GRADEBEGIN) <= CONVERT(date, '10/1/' + str(prev_year) + ''))	Ensuring students are enrolled in school and in a specific grade on October 1 <sup>st</sup>

This recipe card was developed for the purposes of explaining how enrollment was calculated for the Listen & Learn reports. VT AOE produces other enrollment measures which may vary in what is included and excluded. For example, pre-k students may or may not be included depending on the metric and publication.

## Total Expenditures

### Statewide actual expenditures with a denominator of ADM

This dataset takes all statbook actual expenditures received by the Agency of Education and removes duplicate transactions. Statbook has been collected at a granular level since 2020.

Using average daily membership (ADM), a count of resident FTEs during the fall census period, CTE expenses, and transactions between SUs must be removed when looking at a statewide dataset. The following object codes are removed for statewide analysis.

Object Code	Object Description
511	Student Transportation Purchased from Another Public VT LEA
561	Tuition to other public VT LEAs Outside SU
591	Services Purchased From Another Public VT LEA
594	Special Ed Excess Costs Paid to Public VT LEAS
567	Tuition to vocational schools
593	SU Assessments
566	Tuition to vocational schools paid by State - On Behalf
596	SU Purchased Services
597	Services Purchased From Another Public VT LEA within the SU
598	Special Ed Excess Costs Paid to Public VT LEAS with SU
568	Tuition to Pub VT LEAs within SU

Public LEA to Public LEA transactions are removed, because, they appear duplicative at the statewide level. Expenditure analysis does not include the tuition revenue at the receiving school district only the cost at the receiving school district, to educate the student, and the cost of tuition at the sending school district.

CTE centers that report data to the Agency of Education for statbook, administrative IDs starting with TE are excluded. CTE FTEs are collected separately of ADM and including CTE expense when CTE FTEs are not included skews any ratios calculated.

CTE expenses within public LEAs are excluded because ADM does not include CTE FTEs. At a statewide level of analysis, the below are excluded from the total expenditures.

Program	31	Vocational Regular
Program	32	Vocational Special Education
Location	50x	

## Staffing

The Teacher-Staff survey is conducted annually by the AOE School Finance Data team in November for the current school year. The intent is to capture all staff position (filled and vacant) FTEs, salaries and benefits in the SU/SD's in the fall time period. This report complements the Statbook financial data collections, by supplying HR staffing detail.

The following table maps Vermont's Job Class categories to both the Federal categories and the VT 'Subclass', which is used in the statewide summary report. This table has been in use since 2020. (Note there was also a category 112, to differentiate special ed Paras from non-special ed Paras, but they were combined into code 111.)

Job Class Code	Code Description	EDFacts SY20 (Fed)	Fed_Definitions	LEA/School	Prof'l or Ancillary	VT "Subclass"
101	Regular Education PreK Teacher	PKTCH	INSTR (Direct Classroom)	School	Pro	Teacher
102	Kindergarten Teacher	KGTC	INSTR (Direct Classroom)	School	Pro	Teacher
103	Regular Education Elementary Teacher 1-6	ELMTCH	INSTR (Direct Classroom)	School	Pro	Teacher
104	Regular Education Secondary Teacher 7-12 (Drivers Ed teachers go here)	SECTCH	INSTR (Direct Classroom)	School	Pro	Teacher
105	Career and Technical Education Teacher	SECTCH	INSTR (Direct Classroom)	School	Pro	Teacher
106	Special Education Ungraded Teacher	UGTCH	INSTR (Direct Classroom)	School	Pro	Teacher
107	Ungraded/Itinerant Teacher (Music, Art teachers go here)	UGTCH	INSTR (Direct Classroom)	School	Pro	Teacher
108	Physical Educator	UGTCH	INSTR (Direct Classroom)	School	Pro	Teacher
109	Teacher of Deaf and Hard of Hearing	UGTCH	INSTR (Direct Classroom)	School	Pro	Teacher
110	Intensive Special Needs Teacher	UGTCH	INSTR (Direct Classroom)	School	Pro	Teacher

<b>111</b>	Paraeducator (Regular and Special Education)	PARA	INSTR (Direct Classroom)	School	Ancillary	Paraprofessional
<b>201</b>	School Attendance & Social Worker	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>202</b>	School Guidance Counselor Pre-K through 6	ELMGUI	SUPPORT	School	Pro	Student Services
<b>203</b>	School Guidance Counselor 7-12 (Flexible Pathways coordinators go here)	SECGUI	SUPPORT	School	Pro	Student Services
<b>204</b>	School Nurse	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>205</b>	School Psychologist	SCHPSYCH	SUPPORT	School	Pro	Support Services
<b>206</b>	Educational Speech/Language Pathologist	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>207</b>	Audiologist	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>208</b>	Occupational Therapist	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>209</b>	Student Assistance Program Coordinator	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>210</b>	Home School Coordinator	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>211</b>	School Registrar	SCHSUP	ADMIN (School)	School	Ancillary	Support Services
<b>212</b>	School Clerical Staff	SCHSUP	ADMIN (School)	School	Ancillary	Support Services
<b>213</b>	Nurses Aides/Associate School Nurse (Tooth Tutors go here)	STUSUPWOPSYCH	SUPPORT	School	Pro	Student Services
<b>214</b>	Behavior Specialist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services

<b>215</b>	Recreation Therapeutic Specialist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>216</b>	Physical Therapist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>217</b>	Interpreter	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>218</b>	Mental Health Counselor	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>219</b>	Rehabilitation Counselor (Alcohol and Drug Abuse Coordinator)	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>220</b>	Orientation/Mobility Specialist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>221</b>	Athletic Director	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>222</b>	Education Technologist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>223</b>	Behavior Interventionist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>224</b>	Reading Interventionist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>225</b>	Math Interventionist	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>227</b>	School Based Clinician	STUSUPWOPSYCH	SUPPORT	School	Pro	Support Services
<b>301</b>	Title 1 Coordinators	CORSUP	ADMIN (LEA)	LEA	Pro	Student Services
<b>302</b>	Preschool/Prekindergarten Coordinator	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>303</b>	Curriculum Directors/Coordinators & Title IX Coordinators	CORSUP	ADMIN (LEA)	LEA	Pro	Student Services
<b>304</b>	Early Childhood Special Education Director (EEE)	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>305</b>	ESL Coordinator	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership

<b>306</b>	Work Study/Work Based Learning Coordinator	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>307</b>	School Librarian	LIBSPE	INSTR (Not Direct Classroom)	School	Pro	Student Services
<b>308</b>	School Librarian Support Staff	LIBSUP	INSTR (Not Direct Classroom)	School	Pro	Student Services
<b>309</b>	Special Education Directors	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>310</b>	CTE Education/Adult Education Director	CORSUP	ADMIN (LEA)	LEA	Pro	Leadership
<b>311</b>	In-Service Training for Non-Instructional Staff	CORSUP	ADMIN (LEA)	LEA	Pro	Support Services
<b>312</b>	Consulting Teacher	CORSUP	ADMIN (LEA)	LEA	Pro	Other
<b>401</b>	Principal	SCHADM	ADMIN (School)	School	Pro	Leadership
<b>402</b>	Assistant Principal	SCHADM	ADMIN (School)	School	Pro	Leadership
<b>403</b>	Department Head (Afterschool Coordinator and Maintenance Director go here)	SCHADM	ADMIN (School)	School	Pro	Leadership
<b>404</b>	School IT Director/Manager	SCHADM	ADMIN (School)	School	Pro	Leadership
<b>405</b>	School IT Support Staff	SCHSUP	ADMIN (School)	School	Ancillary	Support Services
<b>501</b>	Superintendent	LEAADM	ADMIN (LEA)	LEA	Pro	Leadership
<b>502</b>	Assistant Superintendent	LEAADM	ADMIN (LEA)	LEA	Pro	Leadership
<b>503</b>	SU/SD Clerical Staff	LEASUP	ADMIN (LEA)	LEA	Ancillary	Support Services
<b>504</b>	School Bookkeeper	SCHSUP	ADMIN (School)	School	Ancillary	Support Services
<b>505</b>	Business Manager	LEAADM	ADMIN (LEA)	LEA	Pro	Support Services
<b>506</b>	Human Resources	LEASUP	ADMIN (LEA)	LEA	Ancillary	Support Services
<b>507</b>	SU/SD IT Director (Data Managers go here)	LEAADM	ADMIN (LEA)	LEA	Pro	Leadership

<b>508</b>	SU/SD IT Support Staff (Statistical, Data Processing & IT Staff)	LEASUP	ADMIN (LEA)	LEA	Ancillary	Support Services
<b>509</b>	Planning, Research & Development Staff	LEASUP	ADMIN (LEA)	LEA	Ancillary	Support Services
<b>510</b>	SU/SD Bookkeeper (Accountants go here)	LEASUP	ADMIN (LEA)	LEA	Ancillary	Support Services
<b>601</b>	Enterprise Operations Staff	Not Used in EDFacts		School		Other
<b>602</b>	Community Service Operations Staff	Not Used in EDFacts		School		Other
<b>603</b>	Food Service	OTHSUP	SUPPORT	School	Ancillary	Support Services
<b>604</b>	Maintenance & Security (Crossing Guard go here)	OTHSUP	SUPPORT	School	Ancillary	Support Services
<b>605</b>	Student Transportation	OTHSUP	SUPPORT	School	Ancillary	Student Services
<b>606</b>	Facilities Acquisition and Construction Staff	Not Used in EDFacts		School		Support Services



## Appendix D: 2023-24 Preliminary VCAP Results

### Assessment Results

The tables below contain *preliminary* statewide results. Final statewide results will be released in early Winter and are not expected to differ substantially from the results presented below. In addition, while school systems and educators can access their results for instructional purposes, school and district level results will remain private until all student information can be validated. These results will also be made public in early Winter.

#### 2024 Statewide English Language Arts Overall Results

Grade	Average Scaled Score	Difference from 2023	Percent Proficient	Difference from 2023
3	1740	-3	48%	-1%
4	1750	-5	54%	-2%
5	1742	-4	50%	-1%
6	1752	-2	56%	0%
7	1757	+2	57%	0%
8	1760	+5	58%	+2%
9	1743	+9	48%	+5%

#### 2024 Statewide Mathematics Overall Results

Grade	Average Scaled Score	Difference from 2023	Percent Proficient	Difference from 2023
3	1707	-4	36%	-1%
4	1698	-10	30%	-5%
5	1711	-7	36%	-2%
6	1732	-16	47%	-6%
7	1724	-7	44%	-2%
8	1704	-4	35%	-1%
9	1723	+5	39%	+6%

#### 2024 Statewide Science Overall Results

Grade	Average Scaled Score	Difference from 2023	Percent Proficient	Change from 2023
5	1739	-2	43%	-2%
8	1737	+1	41%	0%
11	1752	+1	46%	+1%

### Equity Comparisons

The tables below show a comparison between students from historically marginalized backgrounds (HM) and students not from HM backgrounds. The HM group includes students from racial and ethnic minorities, students living in poverty, students on IEPs, English learners and migrant students, students experiencing homelessness or living in

foster care, and students from military-affiliated families. The not HM group includes all other students.

Large achievement gaps are evident, with differences in average percent proficient between the two groups ranging from 25% to 35% depending on grade and subject. Specifically, average percent proficient for students from HM backgrounds range from 19% to 43%, while the same percents range from 47% to 76% for students not from HM backgrounds.

### 2024 Statewide English Language Arts Equity Results

Grade	Average Scaled Score HM	Average Scaled Score Not HM	Difference	Percent Proficient HM	Percent Proficient Not HM	Difference
3	1711	1781	70	36%	66%	30%
4	1718	1795	77	40%	75%	35%
5	1712	1783	71	36%	69%	33%
6	1721	1797	76	42%	76%	34%
7	1724	1800	76	42%	76%	34%
8	1726	1803	77	43%	76%	33%
9	1708	1783	75	33%	64%	31%

### 2024 Statewide Mathematics Equity Results

Grade	Average Scaled Score HM	Average Scaled Score Not HM	Difference	Percent Proficient HM	Percent Proficient Not HM	Difference
3	1677	1749	72	25%	51%	26%
4	1666	1743	77	19%	47%	28%
5	1678	1758	80	23%	54%	31%
6	1697	1783	86	32%	67%	35%
7	1689	1768	79	29%	63%	34%
8	1670	1748	78	21%	52%	31%
9	1690	1761	71	25%	56%	31%

## 2024 Statewide Science Equity Results

Grade	Average Scaled Score HM	Average Scaled Score Not HM	Difference	Percent Proficient HM	Percent Proficient Not HM	Difference
5	1722	1763	41	29%	62%	33%
8	1721	1758	37	28%	58%	30%
11	1737	1767	30	33%	58%	25%

## Appendix E: Updates Since Original Report Release

Several updates have been made to this report to improve the accuracy of data reflected and for improved clarity. These adjustments by section are explained below.

1. Vermont Education Ecosystem
  - a. A new section, incorporating the prior Vermont At a Glance section, was added to more clearly explain the ecosystem of education in Vermont, including explaining the differences between total enrollment, ADM, LTADM, and equalized pupils.
  - b. The count of SU/SDs was updated to reflect that while SU70 is currently operational, it was not in operation prior to 2023-24, so should not be included in the 2022-23 count.
  - c. Additional detail was added regarding tuitioned students.
  - d. SU/SD groupings have been updated to use two different groupings of SU/SDs based on size using enrollment or LTADM data (into four roughly equal size groups of 12-13 SU/SDs), and need using the three-year average SY 20-22 FRL % to split SU/SD into groups of high, moderate or low need (three roughly equally size groups of 16-18 SU/SDs). Comparisons by SU/SD group are updated throughout.
2. Enrollment
  - a. Enrollment figures were updated across all years, showing the full enrollment of students across all SU/SDs that were in existence between 2003-04 and 2022-23. The inclusion of the full enrollment counts shows the decrease in enrollment over this time more appropriately.
  - b. CTE and dual enrollment students are also separately presented.
  - c. Enrollment by SU/SD is now shown comparing 2022-23 to 2019-20 instead of 2003-04, as changes across over that long of a time period may have more reflect changes in SU/SD configuration then increases or decreases in the number of students, so a shorter comparison window was determined to be more relevant.
3. Demographics
  - a. Special education percentages were based on special education student counts divided by enrollment previously but are divided by ADM in this report to better reflect the percentage of students in special education (as special education counts included enrolled and tuitioned students).
  - b. Comparisons between SU/SDs by size are updated and comparisons by need are added for this rerelease.
4. Performance
  - a. No changes to data presented, but a memo with preliminary information for 2023-24 has been included as Appendix.
5. Staffing
  - a. The rerelease focuses on data through 2022-23, so staffing data for 2023-24 is no longer included and will be included in future reporting when other 2023-24 data is available. PreK and CTE staff are now excluded and total enrollment excluding PreK is used as the denominator. Also, changes to enrollment shifted which size group that three SU/SDs were in so staffing comparisons by size group were updated based on this adjustment.
  - b. Comparisons between SU/SDs by size are updated and comparisons by need are added for this rerelease.
6. Expenditures
  - a. In the previous release, expenditures were calculated per pupil using total enrollment. In this release, figures have been instead calculated using LTADM to better reflect the students on which expenditures were being spent. Specifically, total expenditures include tuition for students served in other settings who are not counted in total enrollment figures but are counted in LTADM. Charts that compared expenditures to setting size were similarly updated to use LTADM. Also, exclusions/inclusions were refined for calculation of total expenditures and figures were updated appropriately (see Appendix D).
  - b. Additionally, a more detailed look at expenditures is provided by also separately examining operating expenditures (which exclude expenditures from capital, debt service, enterprise, trust, permanent, and custodial funds) and then Education Fund expenditures only, reflecting the portion of education expenditures funded largely through taxpayer contributions.

- c. Given the shift due to Act 127 in terms of how students are weighted in the funding system, analysis by equalized pupil (the prior method used through 2022-23) is excluded from this release and quadrant tables are updated to use Ed Fund expenditures per LTADM instead/
- d. The calculation of special education students per total enrollment was removed as feedback suggested it was confusing, and a similar story is presented in special education expenditures in relationship to total expenditures (also updated to be presented as a percentage for clarity). Special education expenditures per special education student changed slightly with improved clarity on appropriate inclusions/exclusions (see Appendix D).
- e. Comparisons between SU/SDs by size are updated and comparisons by need are added for this rerelease.

7. Appendices

- a. The list of SU/SDs has been updated with revised size groupings (using enrollment or LTADM), new need groupings, and the region for each has been added.
- b. Enrollment and enrollment change heat maps have been updated. Additional heat maps (LTADM, FRL, Special Education and ELL) have also been included.
- c. Details on how certain calculations (enrollment, staffing and expenditures) were done are included as “recipe cards.”
- d. A memo with preliminary 2023-24 assessment information was added.