

Presentation to the District Redistricting Task Force

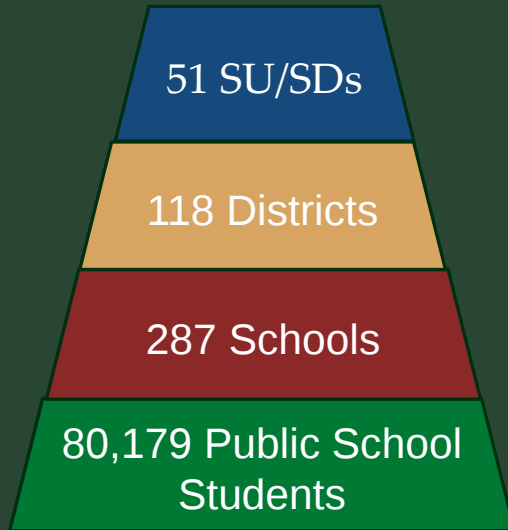
Secretary Zoie Saunders, Vermont Agency of Education

August 1, 2025

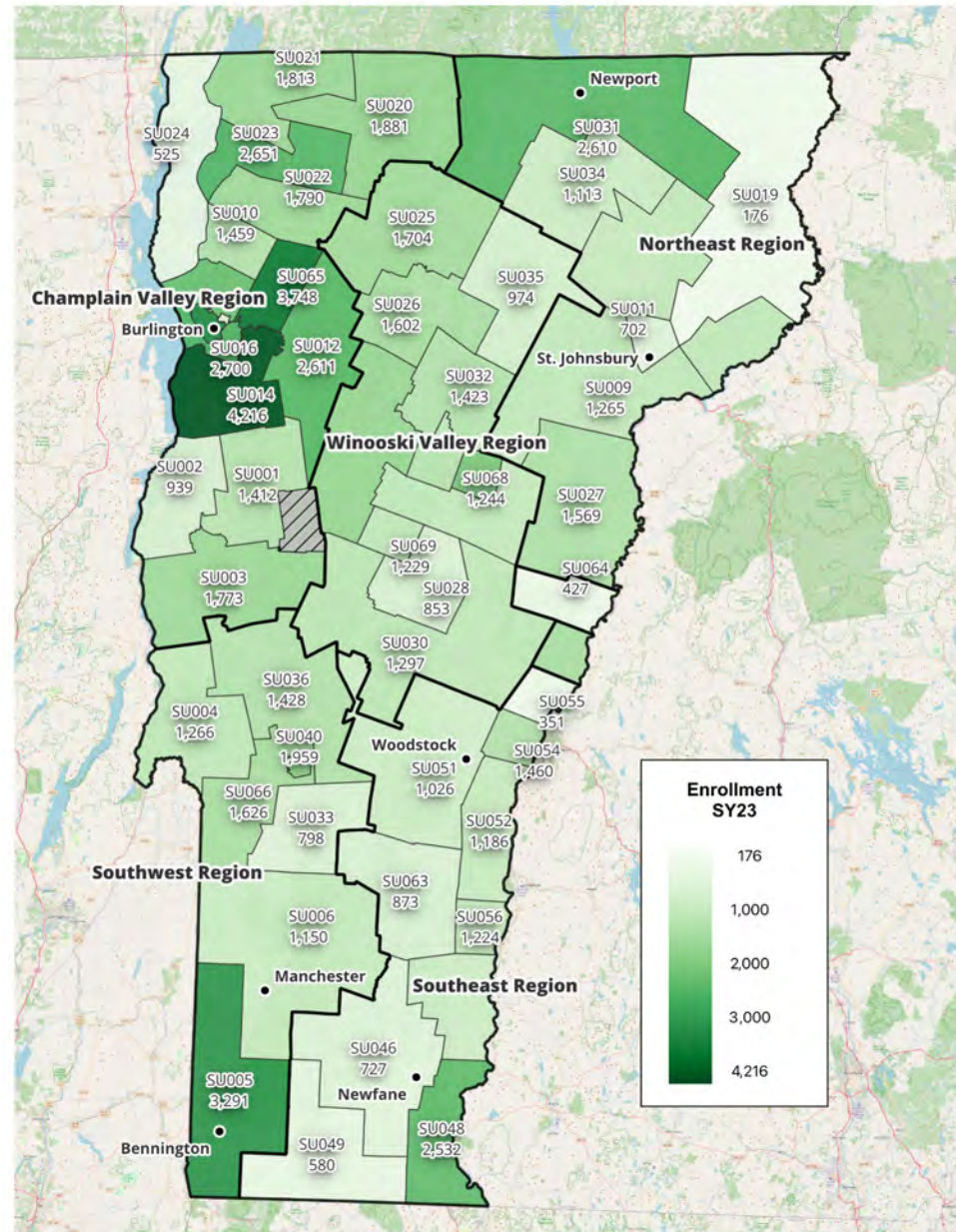
Presentation Overview

- Grounding in current governance and operational structure, Act 73 goals and considerations
- Data availability
- Statewide data trends
- Recommendations for process

2022-23 SY Public Schools Landscape



SU/SD Public School Enrollment 2022-23

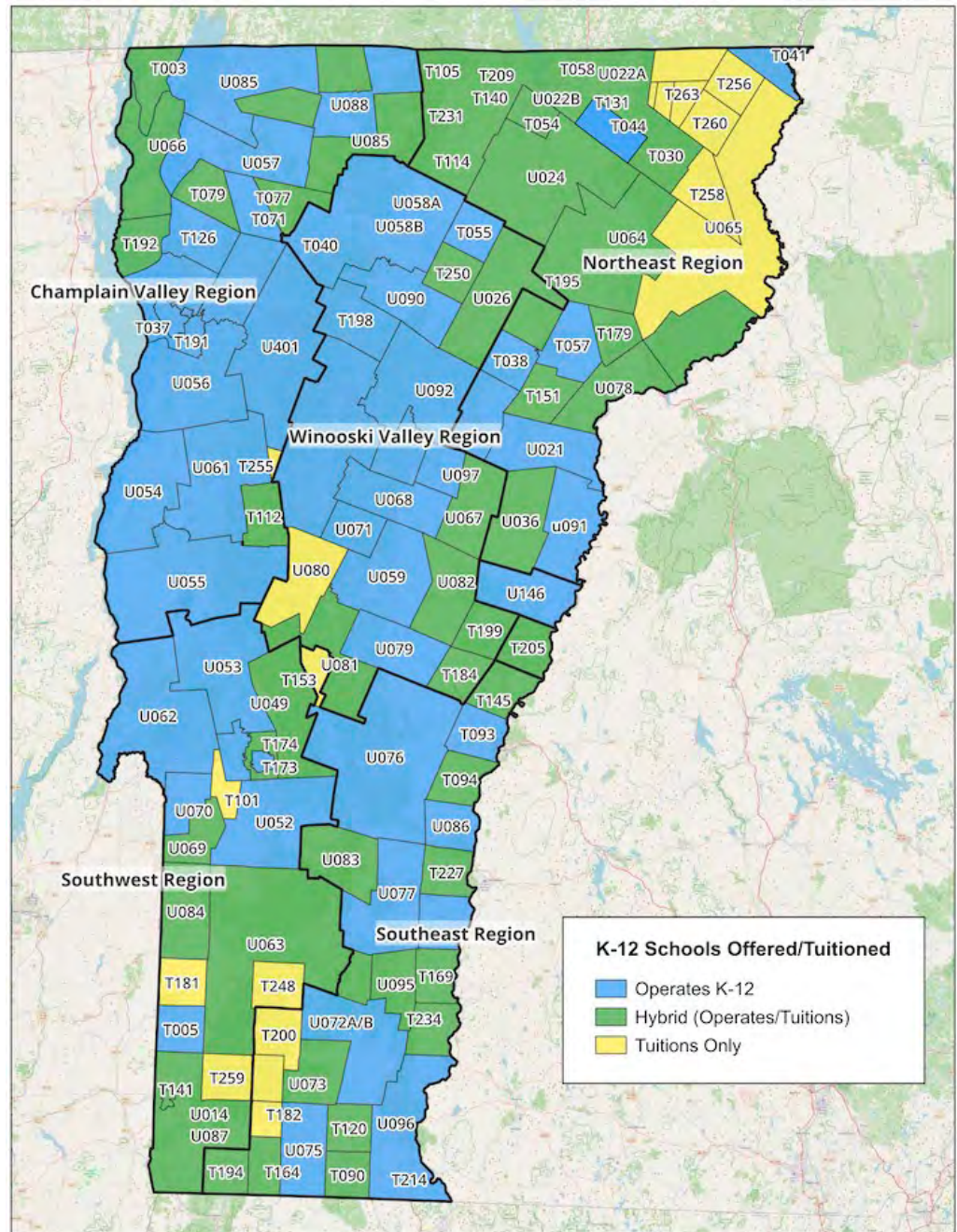


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Districts: Operational K-12 vs. Tuitioning

Districts currently vary in terms of the grades they operate.

Not all districts operate K-12 and many operate some grades and tuition others, and there is regional variation.



Act 73 Overarching Goals for New Districts

- Proposed new school districts or supervisory unions and supervisory districts shall have, to the extent practical, an **average daily membership of not fewer than approximately 4,000 and not more than 8,000 PreK-12 students.**
- Proposed new school districts or supervisory unions and supervisory districts shall also be, **to the greatest extent possible, grand list and pupil-count balanced, demographically equitable, logistically feasible, and create the least amount of disruption to students as possible.**
- Increase **equitable access to educational opportunity for all students.**

Data Points to be Considered Based on Act 73 Language

- Average daily membership (ADM) and 10-year school enrollment change;
- Current school district and town boundaries and other historic and current community connections, including access to regional services for students, such as designated agencies;
- Geographic barriers, including mountains and rivers;
- Population distribution;
- Location, capacity, and the facility condition index score of current school buildings;
- Transportation and employment patterns and practices;
- Grand list values accounting for the homestead exemption and current education spending;
- Student demographics;
- The debt, liabilities, and assets of current school districts;
- Staffing levels and salary scales;
- Opportunities to support local elementary schools, central middle schools, and regional high schools, with the least disruption to students;
- Access to career and technical education (CTE) for all eligible students;
- The maximization of cost efficiencies;
- The location of schools and CTE centers; and
- Any other factors the Task Force deems relevant.

Data Availability

- Due to Vermont's scale, there are challenges related to data availability at the school, district or SU/SD
 - **School-level**
 - Significant suppression for student-related data (demographics, performance)
 - **District level**
 - Data collected and reported at this level tends to be related to budget and funding (i.e., Ed Spending, ADM/LTADM, funded student counts)
 - **SU/SD level**
 - Provides greatest ability to look at student data, observe trends
- AOE has compiled and posted available data for the Task Force's use, and is working on gathering some additional data

Data Trends

- AOE has produced a State Profile report, regional comparison presentation, and individual SU/SD reports that summarize data trends across the state in the key areas of enrollment, staffing, performance, and expenditures
 - Highlight existing variation by SU/SD size, need and region
- Key Takeaways
 - **Enrollment and demographics:** overall, enrollment has been declining across Vermont with some regional variation. Smaller SU/SDs, on average, having higher percentages of students in special education and who are economically disadvantaged. SU/SDs with higher FPL tend to also have higher proportions of ELL and special education students.
 - **Performance:** some regional variation in terms of the percentage of schools meeting or exceeding performance standards, and graduation rates
 - **Staffing:** on average, staffing levels were related to SU/SD size, with the number of staff per 100 students increasing as SU/SD size decreased. 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:** 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. This may change in FY24 following Act 127.

Recommendations

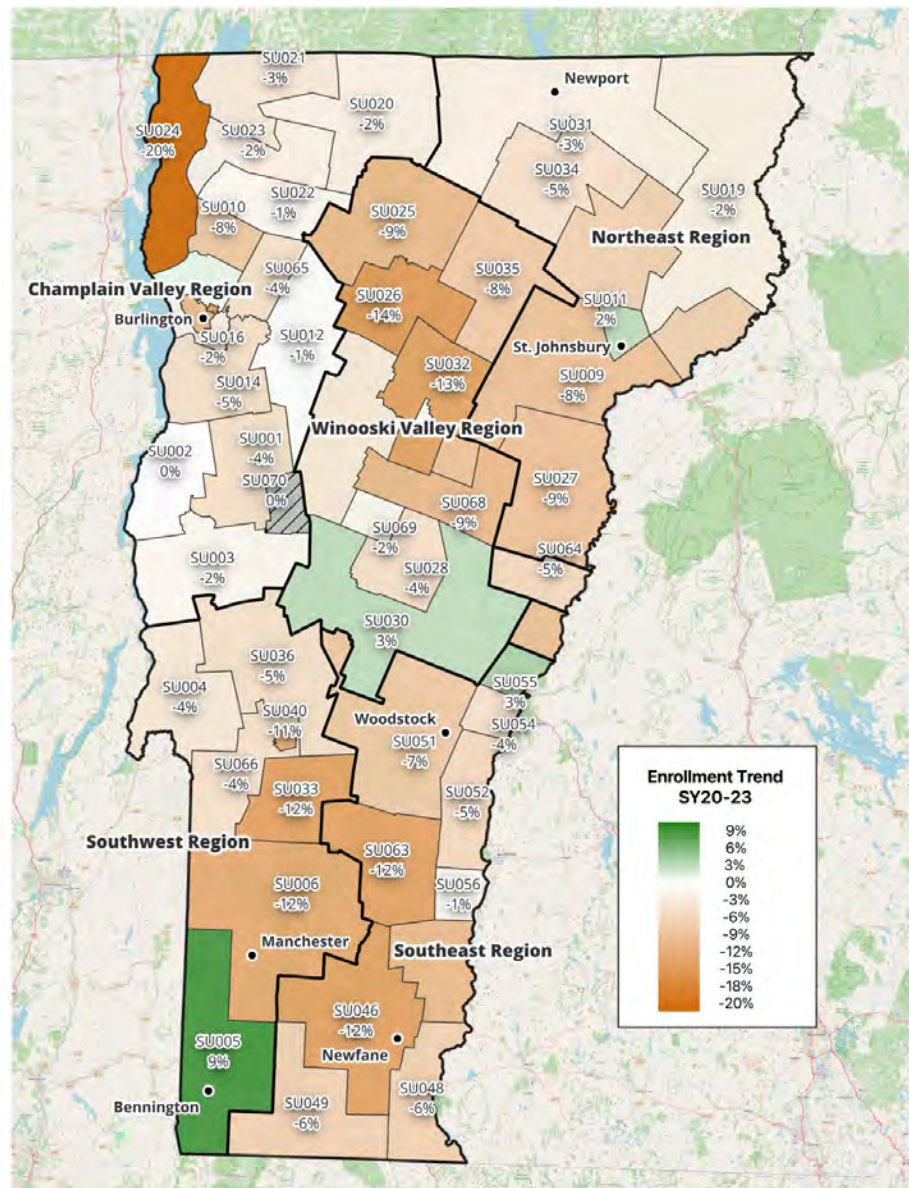
- Establish clear priorities for the creation of new districts, grounded in the goals and considerations outlined in Act 73
- Use priorities to develop a rubric to assess how well each scenario addresses priorities
 - Helpful to identifying pros/cons of each
- Leverage data to understand impacts of scenarios on key objectives, particularly creating balanced districts
- Believe maintaining the integrity of current districts and SU/SDs boundaries within new districts will be the least disruptive
- Once districts are established, programming and budgeting choices will need to be made by the new districts
 - Redistricting alone will not address all items in Act 73

Example Charts

**DEMONSTRATING SU/SD VARIATION BY SIZE,
NEED, AND REGION**

SU/SD 4-Year Change in Enrollment (SY20-23)

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



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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
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VERMONT
AGENCY OF EDUCATION

Map of Vermont: FRL Eligible Populations by SU (Small Unit) for SY20-22

Regions: Champlain Valley Region, Northeast Region, Winooski Valley Region, Southwest Region, Southeast Region

Legend: % FRL Eligible (SY20-22 Average)

Color Range	Percentage Range
Lightest Purple	12%
Light Purple	20%
Medium Purple	30%
Dark Purple	40%
Very Dark Purple	50%
Black	59%

Key Locations and SU Data:

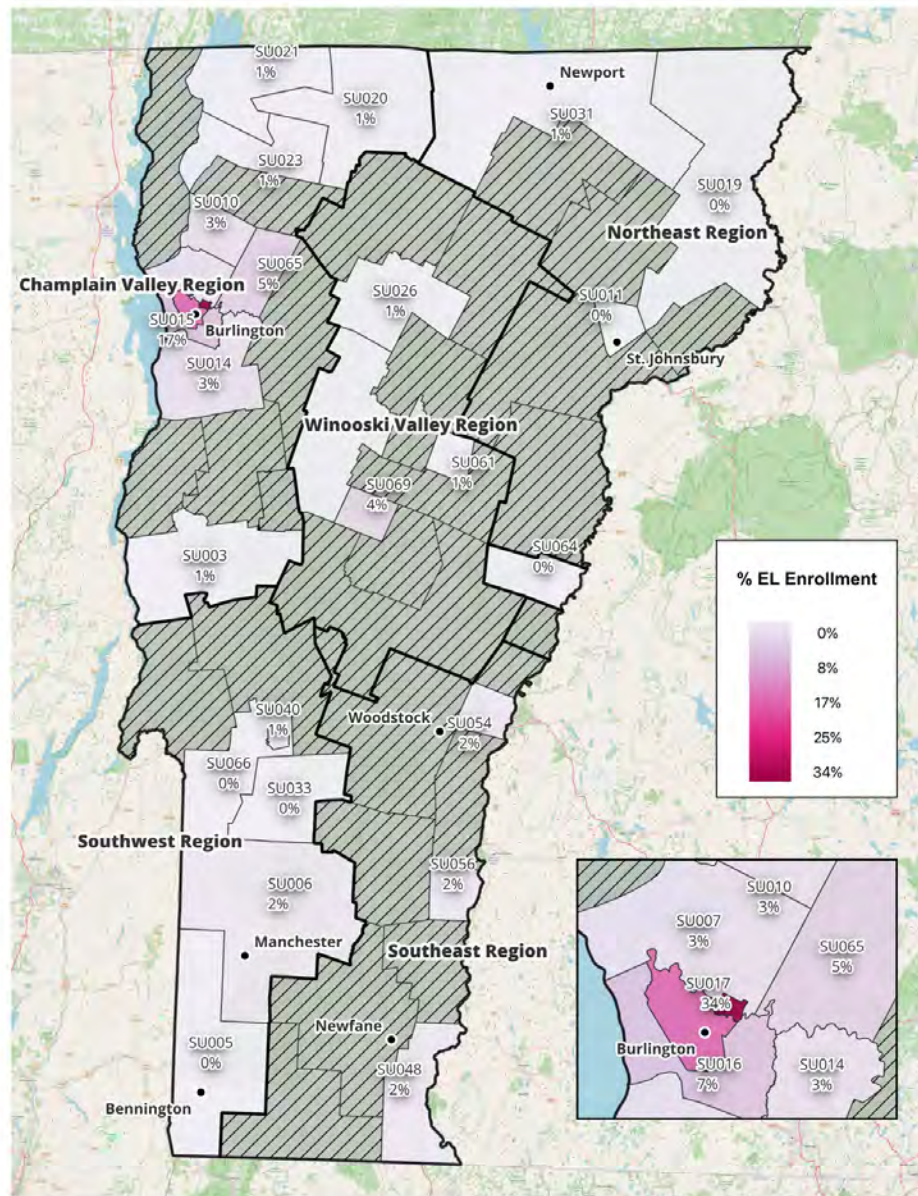
- Champlain Valley Region:** Burlington (SU016, 2,569), SU010 (36%), SU024 (940), SU023 (2,487), SU021 (43%), SU020 (51%), SU022 (1,946), SU065 (3,739), SU012 (12%), SU014 (14%), SU001 (1,443), SU002 (30%), SU003 (28%), SU004 (37%), SU036 (37%), SU040 (50%), SU066 (33%), SU033 (753), SU006 (37%), SU005 (58%), SU049 (47%), SU048 (41%), SU046 (45%), SU051 (20%), SU052 (37%), SU056 (44%), SU063 (43%), SU069 (1,249), SU028 (867), SU030 (44%), SU068 (1,312), SU027 (42%), SU064 (305), SU009 (36%), SU011 (1,126), SU035 (1,091), SU032 (29%), SU026 (1,569), SU025 (43%), SU034 (57%), SU031 (Newport, 2,710), SU019 (29%), SU008 (12%), SU007 (12%), SU000 (12%), SU001 (12%), SU002 (12%), SU003 (12%), SU004 (12%), SU005 (12%), SU006 (12%), SU007 (12%), SU008 (12%), SU009 (12%), SU010 (12%), SU011 (12%), SU012 (12%), SU013 (12%), SU014 (12%), SU015 (12%), SU016 (12%), SU017 (12%), SU018 (12%), SU019 (12%), SU020 (12%), SU021 (12%), SU022 (12%), SU023 (12%), SU024 (12%), SU025 (12%), SU026 (12%), SU027 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SU/SD

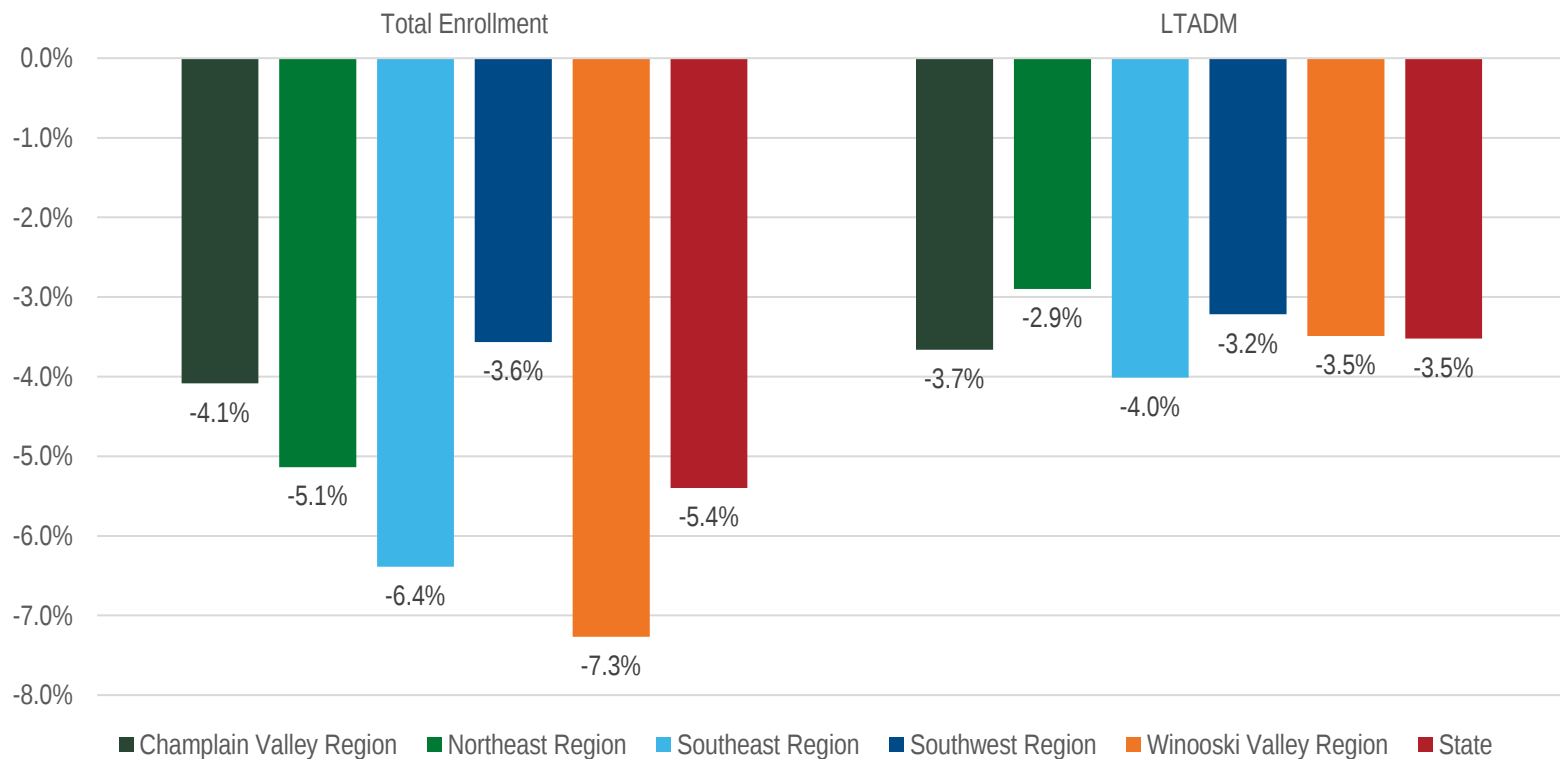
Percentage of English Learners (SY23)

English Learner Enrollment by SU (SY23)

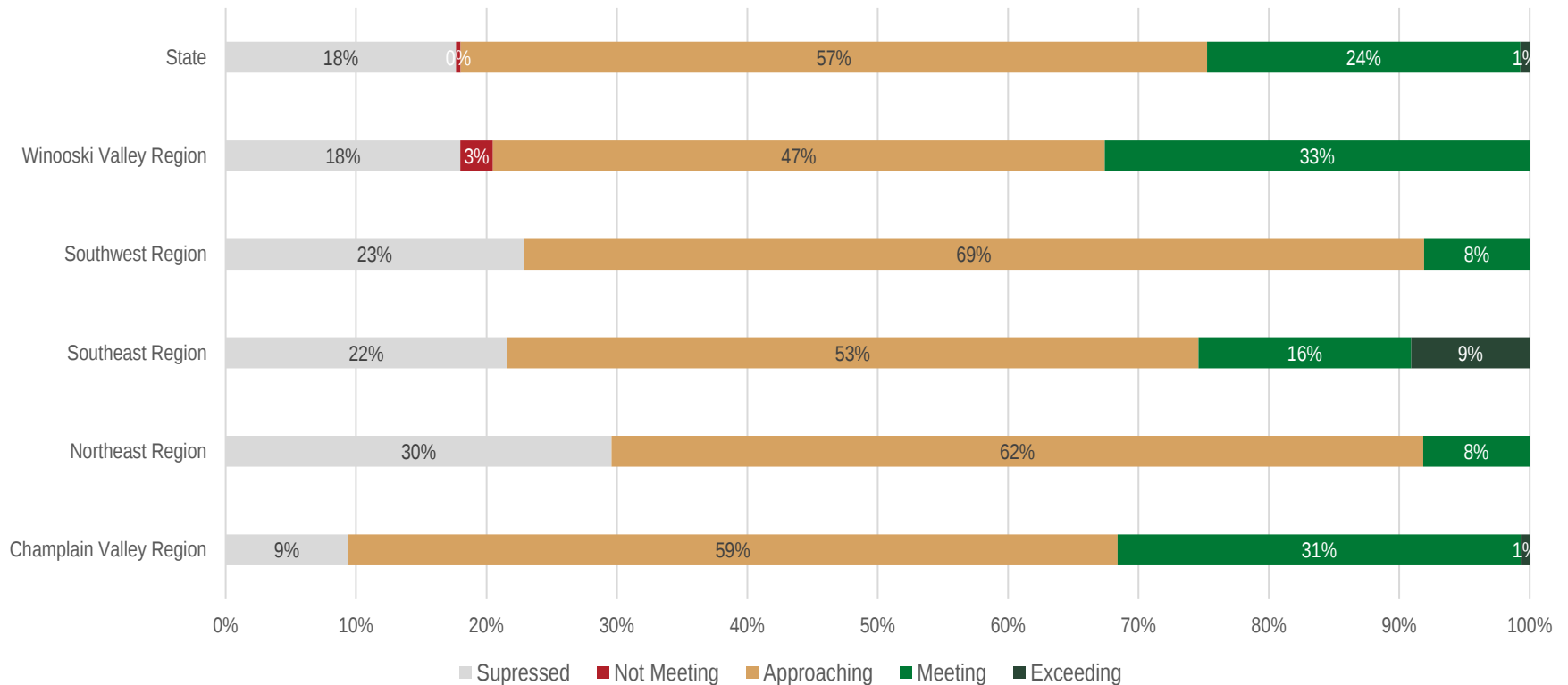


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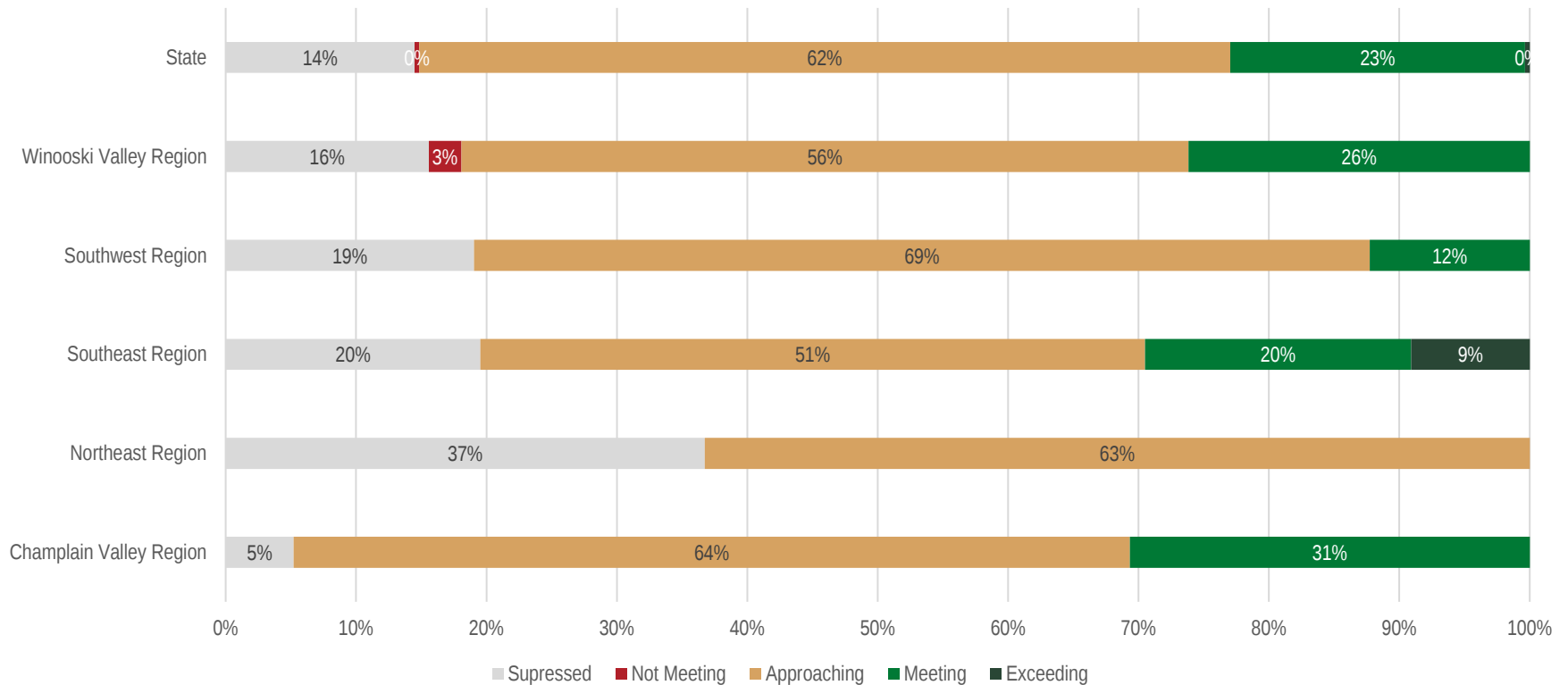
Total Enrollment and LTADM Change, 2019-20 to 2022-23



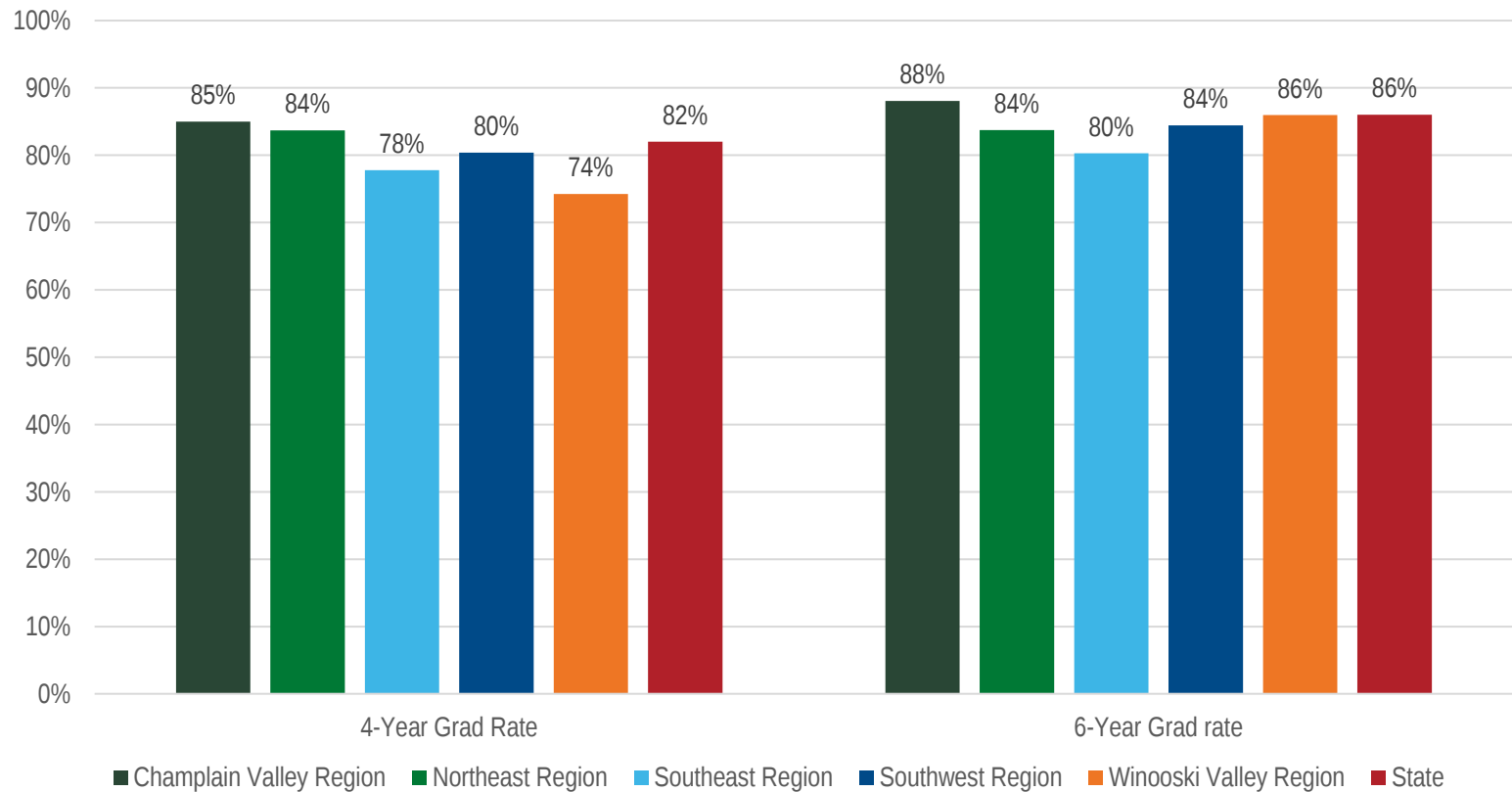
ELA (Overall) Academic Proficiency Ratings, 2022-23



Math (Overall) Academic Proficiency Ratings, 2022-23



Graduation Rates, 2022-23

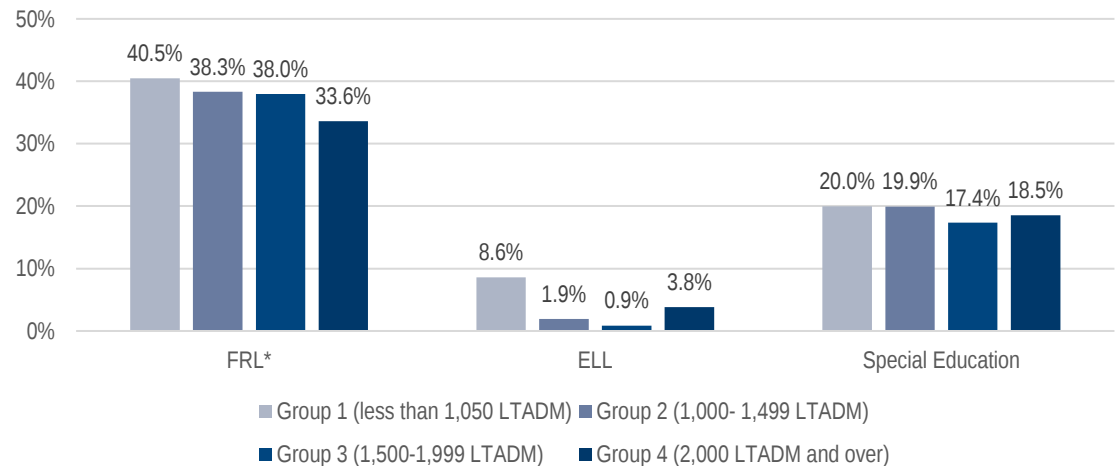


Student Demographics by SU/SD Size and Need Groups (SY23)

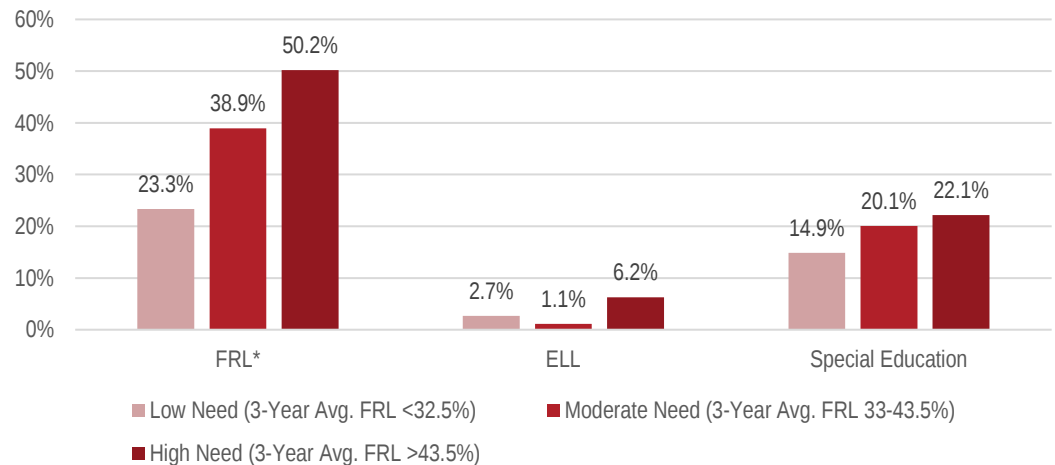
Smaller SU/SDs, on average, having higher percentages of students in special education and who are economically disadvantaged.

SU/SDs with higher FPL tend to also have higher proportions of ELL and special education students.

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



Average Student Demographics by High, Moderate and Low Need SU/SD Categories, 2022-23

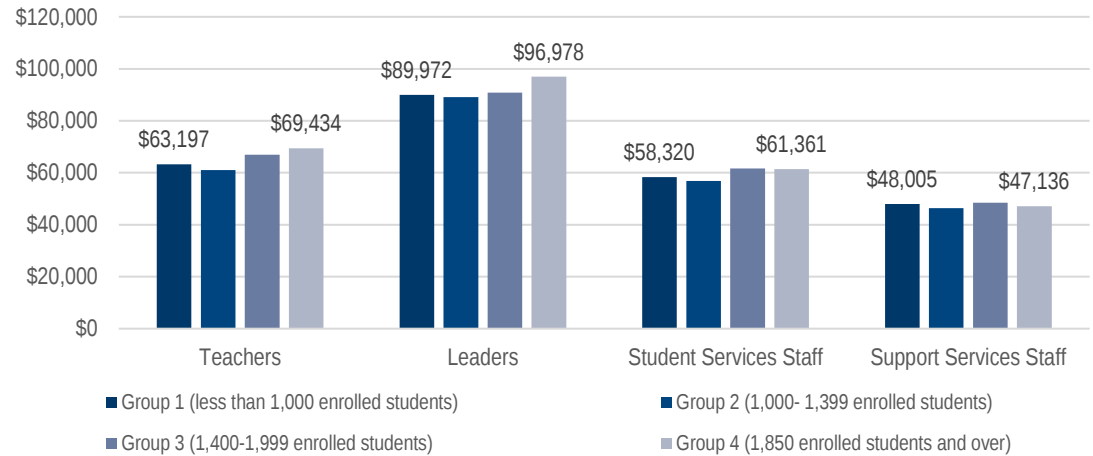


Average Salaries by SU/SD Size and Need Groups (FY23)

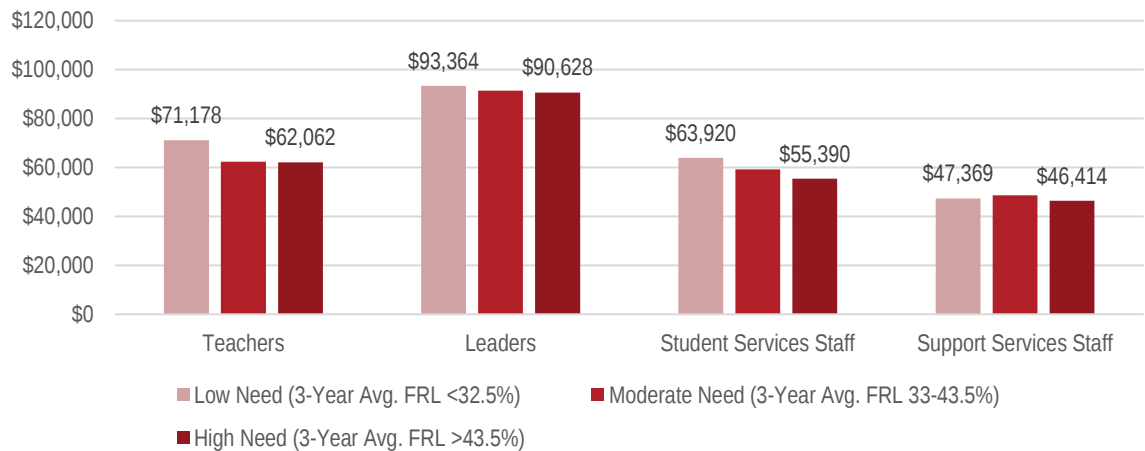
Larger SUs tended to have higher average salaries than smaller SUs in most personnel categories.

Lower need SU/SDs also had higher salaries than SU/SDs serving students with higher needs.

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



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

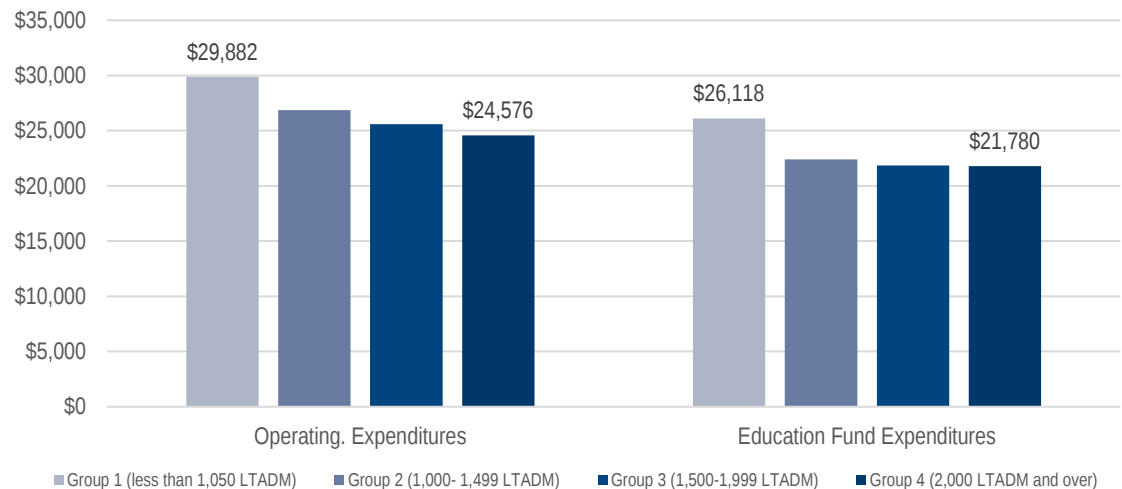


Expenditures per LTADM by SU/SD Size and Need Groups (FY23)

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. This may change in FY24 following Act 127.

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

