
Issue Date: February 20, 2024

Equity Determinations FAQ

Purpose

The purpose of this document is to provide an overview of how schools are identified for Equity Support and Improvement, and to offer additional resources that contain detailed information about the Annual Snapshot and related Equity determinations.

Identification: How are schools identified?

In addition to identifying schools eligible for Comprehensive Support and Improvement, the Every Student Succeeds Act (ESSA) requires states to identify schools for **Targeted Support & Improvement (TSI)**, and **Additional Targeted Support & Improvement (ATSI)**. In Vermont, we refer to these schools as Equity 2 and 3 Schools.

In response to the requirements of ESSA, the AOE drafted the Vermont State Plan for federal accountability.

- The plan outlines local and state accountability expectations and AOE provided supports.
- As noted in the State Plan, a high priority for the Vermont State Board of Education and community is ensuring **equitable outcomes for all students**. Therefore, Vermont elected to include an **additional statewide category of identification** (not required in ESSA) called “Equity 1.”
 - The purpose is to **alert schools** and their communities that large equity gaps are present in the schools and the degree to which those gaps are closing over time.
 - This identification primarily serves local continuous planning efforts with **no specific interventions prescribed** by the VT-AOE.
- Equity status is determined annually, unlike Comprehensive Support and Improvement (CSI) which is determined on a 3-year basis.

Equity status calculations are based on Equity Summative Determination* values (ESD). The ESD is composed of the following indicators (to which various weights are applied for determinations):

- ELA/Reading (Summative Determination version)
- Math (Summative Determination version)
- Science (Summative Determination version)
- Graduation Rate
- Annual Progress Towards English Proficiency
- ~~Physical Education*~~ (No longer an indicator)
- Career/College Readiness Assessments



- Career/College-Ready Outcomes Within 16 Months of Graduation

* *Summative Determination is the calculation of the current performance and performance change for a school or Supervisory Union/District on the Academic Proficiency indicators. If there are no indicators with at least 25 students assessed, the rating cannot be calculated (Annual Snapshot Technical Manual).*

Equity 1 Status

To identify the Equity 1 schools, Vermont calculates the “Equity Gap” between each student demographic group and the comparison group using the summative score generated in the overall school assessment

- This process is replicated for each student group meeting the minimum N size of 25 for accountability.
- The “Current Score” for each historically marginalized subgroup is subtracted from the corresponding “Current Score” for the comparison group. This number becomes the “Equity Gap” for each student group.
- The “Year-to-Year Score” is the aggregate change between the current year from last year for the Equity Gap.
- Year-to-Year scores are calculated by subtracting last year’s “Equity Gap” score from the corresponding score for the current year.
- Once scores are calculated, based on the target ranges in table 44 (p. 70 of the Vermont State Plan), schools are placed on the matrix below (table 45, page 71 of the Vermont State Plan),

Table 44 (p. 70 in Vermont State Plan) Proposed Equity Gap Performance Levels









Level	Proposed Term	Proposed Iconography	Equity Gap Proposed Range
1	Off-Target		>0.50
2	Near Target		0.25-0.50
3	On-Target		0.10-0.24
4	Bull’s Eye		<0.10

Table 45 (Vermont State Plan p. 71): Identification of Equity 1 Status

Criteria Level Scores		Year-to-Year Change Gap Reduction			
		Off Target <0.0 	Near Target 0.0-0.10 	On Target 0.11-.20 	Bull' Eye > .20 
Equity Gap	Off Target >.50	Equity 1	Equity 1	On target	On target
	Near Target .24-.50	Equity 1	On target	On target	On target
	On Target 0.10-.25	On target	On target		
	Bull's Eye <0.10	On target			

This model ensures that a school exits target supports and improvements based on demonstrating narrowed equity gaps and improved overall student performance, as measured by the year-to-year change in the matrix above.

Equity 2 Status/Targeted Support and Improvement (TSI)

As stated in the Vermont State Plan, a school eligible for TSI support is identified as Equity 2 status. A school in this status has one or more **subgroups of students who are “consistently underperforming,”** based on all indicators in the State Plan and where the following conditions are met:

In **two consecutive years**, the school is identified as “Equity 1” for the same student group *and* one of the following conditions is true:

- a. The school has **closed the gap due to declining performance of the all-student group or**
- b. The student group of interest is in the **lowest 5% of “Equity 1” schools for improvement** for that student group.

Equity 3 Status/Additional Targeted Support and Improvement (ATSI)

In Vermont, schools requiring “Additional Targeted Support” (ATSI) are identified as Equity 3 Status. These schools are identified from among the schools that were identified as Equity 2 Schools by examining **student groups that are performing at or below the level of performance for all students in the highest performing of the Comprehensive Support Schools** (lowest 5%).

Status: What is our School/SU/SD Designation?

See [updated snapshot list](#) for your Equity status (and this list for schools identified for [comprehensive support and improvement](#))

Duration: How long does designation last?

Table 46 in the Vermont State Plan outlines the entrance and exit criteria for Equity Schools.

Table 46 (Vermont State Plan, p. 74): Number of Years and Related Identification Status for Schools Entering Comprehensive Status as Targeted Schools

Status	Entry	Exit Criteria	Escalation of Supports if not Exited
Equity 1	For each student group, a gap and reduction of gap that result in placement in the three Equity squares in Table 45.	Schools exit when they no longer meet the exit criteria for Equity 1.	If a school is identified as Equity 1 for two years in a row, it becomes eligible for, though is not automatically placed in, Equity 2. If the school does not become Equity 2, it remains an Equity 1 school.
Equity 2 (Consistently Underperforming)	For each student group, the school is identified as Equity 1 for two consecutive years and either <ol style="list-style-type: none"> 1. declining performance of the all student group <i>or</i> 2. the student group of interest is in the lowest 5% of “Equity 1” schools for <i>gap closure</i> 	Schools exit when they <ol style="list-style-type: none"> 1. no longer meet the entry criteria for Equity 1 or 2. no longer meet the entry criteria for Equity 2 	If a school is identified as Equity 2 for two years in a row, it becomes eligible for Comprehensive Support in the next cycle.

Equity 3	<p>2018-19 Equity 1 schools where the performance is lower than the “All Students” group in the highest performing of the Comprehensive Support Schools.</p> <p>2019-20 and beyond For each student group, the school is identified as Equity 2 and the student performance is lower than the highest performing of the “All Students” group in the Comprehensive Support Schools.</p>	Schools exit when they <ul style="list-style-type: none"> 3. no longer meet the entry criteria for Equity 1 or 1. no longer meet the entry criteria for Equity 3 	If a school does not exit E3 status by the end of its second consecutive year of identification (e.g., E3 for a third consecutive year), it becomes eligible for Comprehensive Support in the next cycle. If the school is a Title I school, it automatically receives Comprehensive Supports in the next cycle.
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For more detailed information about these calculations, see p. 66-75 in the [Vermont State Plan](#), p. 8-15 in the [Annual Snapshot Technical Manual](#), the [point value reference tables](#), [this video](#) explanation, and the [snapshot FAQs](#).

To access your data in the snapshot, or for general information about the snapshot contents and how to navigate, please visit the [Annual Snapshot resources](#) page. For technical assistance with the Annual Snapshot, please email the help desk at: aoe.schoolsnapshothelp@vermont.gov.

You may wish to also explore the [Vermont Education Dashboard](#) for additional data about your system. Understanding root causes, assets, challenges, and additional information is only possible by digging into your local data and information, and even deeper via local assessment, demographic, process, and perceptions data.

Expectations and Support: What actions are expected related to designations and what supports are available?

See [Expectations & Supports Document](#) to understand the expectations for CIP development and the available AOE supports for Equity Schools.