

# Glossary

The following glossary explains important terms you will see throughout the Annual Snapshot and will help users understand the information in the Annual Snapshot.

## → STANDARD

Standards in the Annual Snapshot is referencing the Education Quality Standards (EQS) that outline what schools and students should be able to do.

---

## → DOMAIN

There are the five domains aligned to the EQS that are included in the Annual Snapshot for the state, each Supervisory Union/District (SU/SD) and school. These domains include:



Academic Proficiency



Personalization



High Quality Staffing



Safe, Healthy Schools



Investment Priorities

Each domain is composed of multiple indicators. The Annual Snapshot provides a rating for each of the five domains based on the performance of each of the indicators under that domain.

---

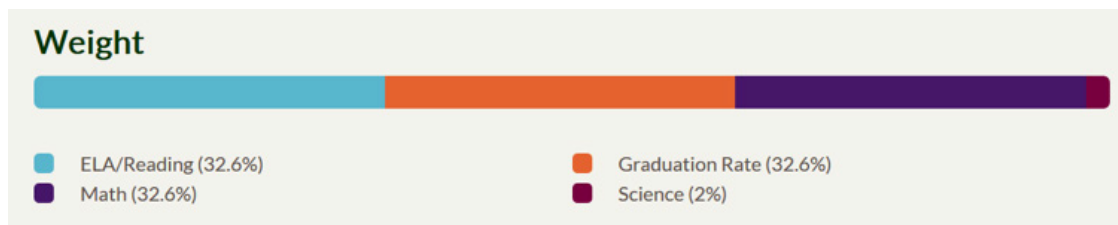
## → INDICATOR

Indicators are the various components under each domain. Each EQS domain is composed of multiple indicators. For example, the EQS domain “Personalization” has the following indicators:

- Student Participation in Flexible Pathways
- School Flexible Pathway Offerings
- Student Use of Personalized Learning Plans

Many indicators are composed of multiple measures. To learn more, please reference the resource [State Accountability: All Indicators](#).

The weight of the indicators varies. The Annual Snapshot includes a weight bar that illustrates how the multiple indicators are weighted. A sample weight bar might look like this:



To learn more about this, please reference the resource [Weighting of Indicators: Academic Proficiency](#).

→ MEASURE

Measures are the individual components of an indicator. For example, Math is one indicator under the Academic Proficiency Domain. The Math indicator is composed of two measures: (1) scale score on the most recent assessment and (2) student growth over the past three years. Likewise, the Flexible Pathways Indicator on the Personalization Domain is composed of multiple measures—such as dual enrollment—that provide information on flexible pathway options available to students.

---

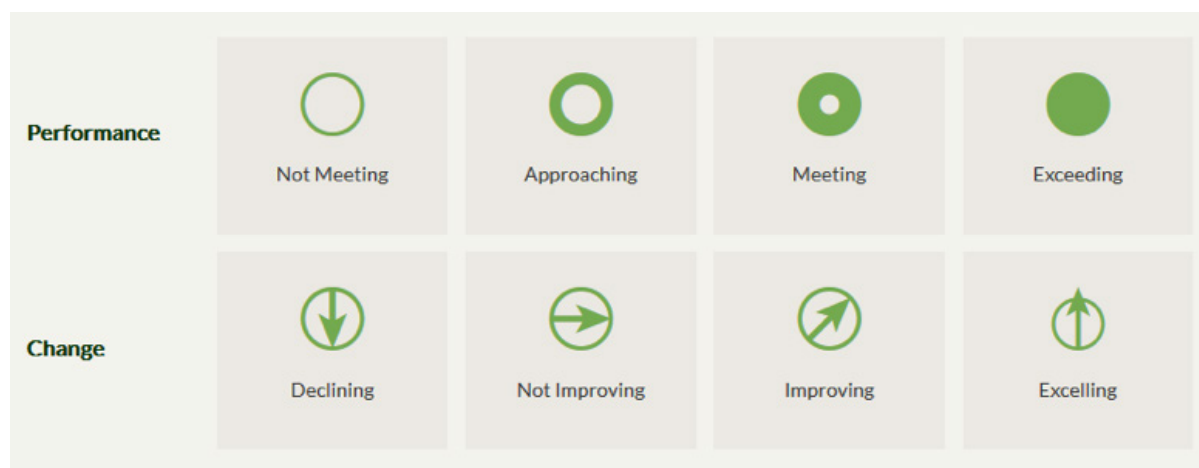
→ METRICS

Metrics refer to how a domain, indicators and measures are assessed. These metrics include:

- Current Performance
  - Performance Change
  - Current Equity Index
  - Equity Gap Change
- 

→ RATINGS

Ratings reflect the calculated point values for each domain, indicator, and measure for performance and change.



→ PERFORMANCE

Performance refers to the overall score for the domains, indicators and measures for an academic year. In the Annual Snapshot you will be able to view performance levels based on academic year starting with the 2017–18 school year.

---

→ CHANGE

Change refers to how much the score for a domain, indicator or measure increased or decreased compared to the previous year.

---

→ SCALE

The English Language Arts (ELA) and Math indicators under the Academic Proficiency Domain are composed of both a scale and a growth score. The scale score refers to the performance of students on the assessment.

---

→ GROWTH

The (ELA)/Reading and Math indicators under the Academic Proficiency Domain are composed of both a scale and a growth score. The growth score refers to the average improvement in students' performance over the past three years compared to their academic peers.

---

→ EQUITY INDEX

The Equity Index refers to the difference between students who have been historically marginalized and their historically privileged peers. Exceeding and Meeting ratings represent smaller differences in performance between student groups.

---

→ HISTORICALLY MARGINALIZED STUDENTS

Historically Marginalized Students (HMS) refers to student groups that have been historically underserved by Vermont schools. These student groups include:

- Different racial/ethnic groups
- English learners
- Students with disabilities
- Students in poverty
- Migrant students
- Military-affiliated students
- Homeless students
- Students in foster care

The Annual Snapshot allows users to see how schools are serving historically marginalized students compared to their peers.