

Issue Date: February 2, 2024

Equity Expectations and Supports

Purpose

The [Education Quality Assurance](#) team is responsible for supporting schools in need of comprehensive and equity supports and improvement. This document provides information about the expectations and AOE supports applicable to schools identified for Equity Support and Improvement.

Expectations and Resources for Schools Eligible for Equity Support

SU/SD/SCHOOL EXPECTATIONS	EQUITY 1	EQUITY 2 Targeted Support & Improvement (TSI)	EQUITY 3 Additional Targeted Support & Improvement (ATSI)
Annual submission of Continuous Improvement Plans (CIPs), due by June 30, yearly, with an emphasis on ensuring the identified school(s)/SU/SD is/are addressing the equity gap(s) that led to identification. This includes clear, measurable goals that directly address how improvements will be made with the identified student groups for which there are achievement gaps (SEE SAMPLE GOAL, BELOW)	x	x	x
CIPS must include at least one evidence-based intervention/strategy that directly relates to the student group(s) identified in the school's Equity Support Status determination.		x	x
Additional progress monitoring and support for CIP implementation (by AOE) with ongoing monitoring by the schools' LEA.		x	x



AOE PROVIDED SUPPORTS			
Ongoing support for CIP goal and strategy development	x	x	x
CIP goal & strategy review and feedback	x	x	x
Resource supports: Equity related evidence-based practices and system resources (in development)	x	x	x
Access to Continuous Improvement for Equity modules (in development)	x	x	x
Monthly office hours (SEE LINK BELOW)	x	x	x
Additional targeted assistance with AOE cross-team support for evidence-based strategies to support equity goals		x	x
Possible future networking sessions to share effective strategies (to be determined)		x	x

Contact: lori.dolezal@vermont.gov

Example of CIP Measurable Goals & Strategies Expectations

CIP goal (What are you trying to accomplish?)
 e.g., By June 2024 we will reduce the math/literacy performance gap for students with Individual Education Plans (IEPs) by 10%

Measures (How will you know that the change(s) made an improvement?)
 e.g., state and local disaggregated assessment results (proficiency and scale scores) and ongoing formative assessments

Evidence-based Practice/Change Idea (What change(s) can you make for improvement?)
 e.g.,

- improving basic foundational reading skills by increasing use of formative assessment practices to guide instruction
- increased use of explicit, differentiated, small group instruction to meet students' current instructional needs
- use of learning trajectories and progressions in math and literacy
- related underlying research/evidence to support the above strategies (e.g., from [Institute of Education Sciences Practice Guides](#))

Monthly Office Hours (2024)

3rd Wednesday of each month from 10-11 am (NOTE: February office hours will be rescheduled to 2.14 to accommodate winter breaks)
[Click here to join the meeting](#)
 Meeting ID: 283 559 497 724
 Passcode: 8Y2Tjg

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Or call in (audio only)

[+1 802-828-7667, 988848204#](#) United States, Montpelier

Phone Conference ID: 988 848 204#