

# NAS Equity Indicator Glossary

The National Comprehensive Center compiled this glossary from National Academies of Sciences, Engineering, and Medicine's *Monitoring Educational Equity* report.

Term	Definition
<b>Academic Readiness</b>	A student's readiness to move forward with grade-level, or higher, academic work. Academic readiness is typically measured through assessing skills in reading/literacy, numeracy/math, and other areas.
<b>Access in Education</b>	A student is defined as having "access" to a given educational opportunity if it is offered by their school, and they reasonably participate in it. Access does not imply participation; a student may have access to an opportunity but not engage in that opportunity.
<b>Access to High-Quality Academic Supports</b>	Access to student support for emotional, behavioral, mental, and physical health.
<b>Adjusted Cohort Graduation Rate (ACGR)</b>	The percentage of entering 9th-grade students who earn a regular diploma within 4 years. The calculation of ACGR is based on individual-level, longitudinal student records that produce an authentic measure of the percentage of students who graduate.
<b>Between-Group Difference</b>	The numerical difference between two or more population groups in any given measure, such as test scores, percent proficient, years of education; an objective description of differences without any judgements about their magnitude, significance, or impacts.
<b>Civil Rights Data Collection (CRDC)</b>	A biennial survey of public schools required by the U.S. Department of Education's Office for Civil Rights since 1968. This survey collects data that is necessary to ensure compliance with civil rights laws within its jurisdiction.
<b>Cognitive Engagement</b>	The student's level of investment in the degree to which they are putting in effort into a learning task.
<b>Cognitive Self-Regulation</b>	The processes involved in the ability to evaluate the steps and actions required to meet a desired goal and to control behavior deliberately to reach that goal.
<b>Coursework Performance</b>	Measures of success in classes, including interim assessments and final course grades. Coursework performance is often used to determine grade promotion and class placement.
<b>Curricular Breadth</b>	The degree of availability and enrollment in coursework in the arts, social sciences, sciences, and technology.

Term	Definition
<b>Disparity</b>	A between-group difference that a committee believes matter in terms of educational outcomes.
<b>Economic School Segregation</b>	The degree to which students of different economic backgrounds are distributed unevenly among schools and districts. Multiple measures of segregation exist. This figure has risen steadily since the 1970s resulting from increasing income inequality and a rise in income-based housing segregation, especially among families with school-aged children.
<b>Educational Attainment</b>	The final educational level reached by an individual, e.g., “less than a high school degree,” “high school degree,” “some college”, etc. A valued goal for all children in the United States is a minimum of a high school completion and a postsecondary credential.
<b>Educational Equity</b>	Educational equity will exist when all students have educational opportunities calibrated to their needs. This is not the same as educational equality, where all students receive equal educational opportunities. In this case, some students will receive additional, tailored resources, and/or support to create conditions where all students can reach the specified educational goals.
<b>Effective Teaching</b>	Effective teaching meets the learning needs of each individual student. Instructors aim to help all of their students learn and succeed. Teaching is based on the principle of how students learn, how education is best equipped to support diverse population, and varied class sizes. In research, effective teaching is often approximated by teachers’ years of experience, teachers’ credentials, and certification as well as insurance of racial and ethnic diversity of the teaching force.
<b>Emotional Engagement</b>	Although hard to observe directly, this type of engagement denotes positive affective school relationships with teachers, classmates, academic subjects, and the school as well as a sense of belonging (Dawes and Larson, 2011; Immordino-Yang, 2016).
<b>Engagement in Schooling</b>	The student is present, on time, and prepared to focus on academic tasks and real-world application of learnings. Engagement also refers to positive relationships formed with peers and adults, which provide a sense of belonging and self-confidence.
<b>Environmental Quality</b>	Environmental conditions and hazards, which can threaten learning and development. Children in low-income neighborhoods are more likely to be exposed to harmful conditions (Magnuson, 2018). Exposure to toxins, such as tobacco smoke, air pollutants, and lead can lead to a wide range of health and developmental problems, and exposure varies by poverty status.
<b>Equity</b>	The idea that resources and services are distributed evenly, irrespective of individual student needs.



Term	Definition
<b>Every Student Succeeds Act (ESSA)</b>	The Every Student Succeeds Act (ESSA) was signed into law by President Obama on December 10, 2015, and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. The new law builds on focused areas of progress in recent years, made possible by the initiative of educators, neighborhoods, parents, and students across the country. This act provides a unique opportunity to reduce gaps in opportunity and achievement. It puts educational equity in the policy spotlight and provides states with an opportunity to bring a systemic perspective to the issue.
<b>High-Quality Academic Supports</b>	Formalized systems of support, including special education services and services for multilingual learners, which allow students to thrive academically, in a physically and emotionally safe learning environment. Access to these wide ranges of support, such as tutoring and counseling, pave the way for students to succeed by addressing their socioemotional needs as well as their academic needs.
<b>Indicator</b>	A measure or statistic used to track progress toward objectives.
<b>Indicators of Disparities</b>	Challenges in access to opportunities and resources. Racial, ethnic, and economic segregation pose the most formidable barriers to education equity. Schools that are marked by concentrated poverty often lack the human, material, and curricular resources to meet the academic and socioemotional needs of their populations.
<b>Inequality</b>	Situations in which resources and services are not distributed evenly among students and/or communities.
<b>Kindergarten Readiness</b>	The set of foundational skills, behaviors, and knowledge that enable children to successfully transition into kindergarten and achieve academic success throughout the primary grades. From an equity perspective, monitoring kindergarten readiness is important because large between-group disparities become apparent well before children enter kindergarten and can have lasting effects.
<b>National Assessment of Educational Progress (NAEP)</b>	A congressionally mandated program that is overseen and administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences, which provides important information about student achievement and learning experiences in various subjects. Also known as The Nation’s Report Card, NAEP has provided meaningful results to improve education policy and practice since 1969. Results are available for the nation, states, and 27 urban districts.



Term	Definition
<b>National Center for Education Statistics (NCES)</b>	This agency works together with the Census Bureau to collect an enormous amount of data that has been used to evaluate educational equity. For example, NCES annually prepares the Condition of Education report that contains indicators on the state of education in the United States, from pre-kindergarten through postsecondary education, as well as labor force outcomes and international comparisons.
<b>Non-Exclusionary Discipline Practices</b>	The use of finding alternative discipline practices, which avoid out-of-school suspensions and expulsions.
<b>Office for Civil Rights (OCR)</b>	A division of the Department of Education (DOE), which began in 1968 and has collected a wide variety of data on key education and civil rights issues in public schools, including information about student enrollment and educational programs and services, most of which are disaggregated by race and ethnicity, sex, English proficiency, and disability.
<b>On-Time Graduation</b>	To be considered an on-time graduate, the student must graduate the same year as their peer, who entered Pre-K/Kindergarten at the same time, completing the exact same number of years until graduation.
<b>Postsecondary Readiness</b>	Being academically prepared for enrollment in college; entry into the workforce; enlistment in the military and civil engagement.
<b>Racial Segregation</b>	Measured by how evenly non-white students are distributed among U.S. public schools and public-school districts.
<b>Residential Segregation</b>	Concentrates financially disadvantaged, black, and Hispanic children and families in high-poverty neighborhoods, which compounds the effects of poverty and magnifies societal inequalities. In segregated contexts, children from lower income families are subject to the stresses and educational challenges associated with family-level poverty.
<b>Rigorous Coursework</b>	Rigorous coursework is defined as coursework that is academically challenging and engaging, leading to personal growth. Such coursework may include advanced placement, international baccalaureate, and dual enrollment programs; gifted and talented programs.
<b>Safety, Trauma, and Chronic Stress</b>	The accumulation of family and neighborhood risks is associated with increased occurrences of adverse childhood experiences and trauma, including child maltreatment and exposure to domestic and intimate partner violence in the families. Children in such contexts are also at increased risk of exposure to community violence, both as witnesses and as direct victims (Richters and Martinez, 2016).



Term	Definition
<b>School Climate</b>	Perceptions of quality and character of school life, which includes safety, academic support, academically focused culture, and teacher-student trust.
<b>School Segregation</b>	School segregation is the epicenter of racial inequality in this country. Students in schools that are segregated by race and poverty have a more challenging time graduating from high school and going to college, due to both racial and economic stances. This, in itself, poses one of the most formidable barriers to educational equity.
<b>Student Groups of Interest</b>	These groups include, but are not limited to, Blacks, Hispanics, Native Americans, Asian/Pacific Islanders, children in families of low socioeconomic status (SES), multilingual learners, and students with disabilities (SWD).
<b>Test Performance</b>	Achievement in reading, math, and science; learning growth in reading, math, and science achievement.

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