

- Seven NAS Indicator Domains**
- A. Kindergarten Readiness
 - B. K-12 Learning**
 - C. Educational Attainment
 - D. Extent of Racial, Ethnic, and Economic Segregation
 - E. Access to Quality Early Learning Programs
 - F. Access to Quality Curricula and Instruction
 - G. Access to Supportive School and Classroom Environments

- Examples of Constructs**
- 3. Engagement and schooling
 - Attendance/Absenteeism
 - Academic Engagement
 - 4. Performance in coursework
 - Success in classes
 - Accumulating credits (being on track to graduate)

NAS Educational	Equity Indicators
1. Academic readiness	10. Access to effective teaching
2. Self-regulation and attention skills	11. Access to and enrollment in rigorous coursework
3. Engagement and schooling	12. Curricular breadth
4. Performance in coursework	13. Access to high-quality academic supports
5. Performance on tests	14. School climate
6. On-time graduation	15. Non-exclusionary discipline practices
7. Postsecondary readiness	16. Nonacademic supports for student success
8. Students' exposure to racial, ethnic, and economic segregation	<ul style="list-style-type: none"> • New domain—3 indicators for Early Childhood
9. Access to and participation in high-quality pre-K programs	<ul style="list-style-type: none"> • New domain—3 indicators for Post-Secondary

Going Forward

Some Ground Rules:

- Fidelity to the science.
- Try to leave policy and politics to others, while mindful of the context.
- No reinventing wheels; collaboration and partnerships.
- Built-in continuous improvement.
- This moment will likely be fleeting.

Why the NAS Framework?

- NAS brand
- Science, not intuition or politics
- Reviewed other efforts
- Outcomes *and* Inputs/opportunities
- Peer review process
- Now, great reviews

Workflows:

- Engage* four or more states, including at least one urban and one rural district in each. Engage to build consensus on the NAS recommended framework plus state & local augmentation with additional indicators or subgroups. This requires state and local “tables” with (a) insiders, (b) outsiders, and (c) researchers; this is both politically and substantively crucial. Use of existing data sources and similar “report card” efforts.
- Technical assistance* and multi-district collaboration for jurisdictions that don’t want to wait for a beta-tested system. To deliver TA, enlist several NGOs and experts from other jurisdictions. We will use a train-the-trainers model, with support.
- Beta-test* the initial indicator systems with available data. Publish both technical and general audience products with context, early findings, guides to interpretation. (Cf., the cluster of NAEP dissemination efforts, but far less ambitious.
- Proselytize*: Set the stage for broadening agreement on and implementation of the equity indicator system: insiders and outsiders in other states; national associations; and stakeholders beyond education.
- Communications strategy*.
- Philanthropy and federal government relations*.

For NAGB:

1. Resolution commending the NAS effort.
2. Internal NAGB/NCES consideration of how NAEP and related data should be used to provide context and how NAEP-related data should be used within the Equity Indicators System.
3. Consider the advisability of furthering NAGB’s “report card” function by legislative expansion of its assessment mandate, to encompass educational equity indicators.
