TABLE 1. Surveys and Datasets Used in the Equity in Education Dashboard

Domain	NASEM Indicator	NASEM Construct(s) to Measure	Operational Measure(s) from NCES Products	Dataset(s)/Survey(s)	Equity Dimension(s)	Year(s)
Kindergarten Readiness	A1 Disparities in Academic Readiness	Reading/literacy skills	Home literacy activities[1]	Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2019)	Race/ethnicity, mother's highest level of education, and family income	2019
Kindergarten Readiness	A1 Disparities in Academic Readiness	Reading/literacy skills	Reading assessment scores at kindergarten entry	Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)	Race/ethnicity and socioeconomic status	2010–2011
Kindergarten Readiness	A1 Disparities in Academic Readiness	Numeracy/math skills	Mathematics assessment scores at kindergarten entry	ECLS-K:2011	Race/ethnicity and socioeconomic status	2010–2011
Kindergarten Readiness	A2 Disparities in Self-Regulation and Attention Skills	Self-regulation skills; Attention Skills	Approaches to Learning score[2]	ECLS-K:2011	Sex,[3] race/ethnicity, parents' highest level of education, household type, and poverty status	2010–2011
K–12 Learning and Engagement	B4 Disparities in Performance in Coursework	Success in classes	Curriculum levels (including below standard, standard, midlevel, and rigorous)	NAEP High School Transcript Study (HSTS)	Gender and race/ethnicity	1990, 2000, 2009, and 2019
K–12 Learning and Engagement	B4 Disparities in Performance in Coursework	Accumulating credits (being on track to graduate)	Number of credits earned	NAEP HSTS	Gender and race/ethnicity	1990, 2000, 2009, and 2019

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[1] Home literacy activities include being read to, being told a story, visiting a library, and being taught letters, words, or numbers.

[2] Approaches to Learning score is a teacher rating of students' approaches to the following seven learning behaviors: paying attention, persisting in completing tasks, showing eagerness to learn new things, working independently, adapting easily to changes in routine, keeping belongings organized, and following classroom rules.

[3] This compendium presents a compilation of data from various sources crossing several periods of time. Within each indicator, the term "gender" or "sex" is used as presented by the original data source at the time.

Domain	NASEM Indicator	NASEM Construct(s) to Measure	Operational Measure(s) from NCES Products	Dataset(s)/Survey(s)	Equity Dimension(s)	Year(s)
K–12 Learning and Engagement	B4 Disparities in Performance in Coursework	Grades, GPA	GPA	NAEP HSTS	Gender and race/ethnicity	1990, 2000, 2009, and 2019
K–12 Learning and Engagement	B5 Disparities in Performance on Tests	Achievement in reading, math, and science	NAEP reading scale scores	NAEP, Reading Assessment	Race/ethnicity, sex, English learner status, disability status, school poverty level, and state	Various years, 1992–2022
K–12 Learning and Engagement	B5 Disparities in Performance on Tests	Achievement in reading, math, and science	NAEP mathematics scale scores	NAEP, Mathematics Assessment	Race/ethnicity, sex, English learner status, disability status, school poverty level, and state	Various years, 1990–2022
K–12 Learning and Engagement	B5 Disparities in Performance on Tests	Achievement in reading, math, and science	NAEP science scale scores	NAEP, Science Assessment	Race/ethnicity, sex, English learner status, and school poverty level	2009, 2011, 2015, and 2019
K–12 Learning and Engagement	B5 Disparities in Performance on Tests	Learning growth in reading, math, and science achievement	Longitudinal average reading, mathematics, and science scale scores	ECLS-K:2011	Poverty and parental education	2010–2011 to 2013–2014
Educational Attainment	C6 Disparities in On-Time Graduation	On-time graduation	Adjusted cohort graduation rate (ACGR)	ED*Facts*	State, race/ethnicity, disability status, English learner status, and economically disadvantaged status	2019–2020
Educational Attainment	C7 Disparities in Postsecondary Readiness	Enrollment in college	Immediate college enrollment rate	Current Population Survey (CPS), October Supplement	Sex and race/ethnicity	2010–2021
Educational Attainment	C7 Disparities in Postsecondary Readiness	Entry into the workforce	Young adults neither enrolled in school nor working	CPS, Annual Social and Economic Supplement	Age group and race/ethnicity	2010–2021

Domain	NASEM Indicator	NASEM Construct(s) to Measure	Operational Measure(s) from NCES Products	Dataset(s)/Survey(s)	Equity Dimension(s)	Year(s)
Extent of Racial, Ethnic, and Economic Segregation	D8 Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation	Concentration of poverty in schools	Percentage of students in a school who are eligible for free or reduced-price lunch (FRPL)	Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey Education Demographic and Geographic Estimates (EDGE) program	Race/ethnicity, school poverty level, and school locale	2021–2022 2020–2021
Extent of Racial, Ethnic, and Economic Segregation	D8 Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation	Racial segregation within and across schools	Percentage of students of color enrolled; Percentage of own racial/ethnic group enrolled	CCD Public Elementary/Secondary School Universe Survey	Race/ethnicity	2010–2011 to 2021–2022
High-Quality Early Learning Programs	E9 Disparities in Access to and Participation in High-Quality Early Learning Programs	Availability of licensed pre-K programs	Perception of good choices for child care and early childhood programs; Difficulty finding child care options (reasons for difficulty and cost of enrollment)	Early Childhood Program Participation Survey of the 2016 National Household Education Surveys Program (ECPP-NHES:2016)	Age of child, race/ethnicity, household income, and locale	2012 and 2016
High-Quality Early Learning Programs	E9 Disparities in Access to and Participation in High-Quality Early Learning Programs	Participation in licensed pre-K programs	School enrollment of 3- to 5-year-olds	CPS, October Supplement	Sex, race/ethnicity, parents' highest level of educational attainment, family income, mother's employment status, household type, and parental employment status	2010–2021

Domain	NASEM Indicator	NASEM Construct(s) to Measure	Operational Measure(s) from NCES Products	Dataset(s)/Survey(s)	Equity Dimension(s)	Year(s)
High-Quality Curricula and Instruction	F10 Disparities in Access to Effective Teaching	Teachers' years of experience	Teachers' years of experience	Schools and Staffing Survey (SASS) National Teacher and Principal Survey (NTPS)	N/A	2011–2012 2020–2021
High-Quality Curricula and Instruction	F10 Disparities in Access to Effective Teaching	Teachers' credentials, certification	Teacher education and certification; Teachers' routes to certification	NTPS	Teacher race/ethnicity, percent minority enrollment, teacher sex, and school poverty level	2015–2016
High-Quality Curricula and Instruction	F10 Disparities in Access to Effective Teaching	Racial and ethnic diversity of the teaching force	Teacher race/ethnicity	SASS NTPS	Teacher race/ethnicity	2011–12 2020–21
High-Quality Curricula and Instruction	F11 Disparities in Access to and Enrollment in Rigorous Coursework	Availability and enrollment in advanced, rigorous course work	Enrollment and completion rates in various mathematics and science courses; NAEP mathematics scale scores	NAEP, 2019 HSTS Civil Rights Data Collection (CRDC) CCD	Race/ethnicity, sex, disability status, English learner status, FRPL, and school locale	2019 2017–18
High-Quality Curricula and Instruction	F11 Disparities in Access to and Enrollment in Rigorous Coursework	Availability and enrollment in advanced placement, international baccalaureate, and dual enrollment programs	Enrollment in Advanced Placement mathematics and science courses	CRDC CCD	Race/ethnicity and sex	2017–18

Domain	NASEM Indicator	NASEM Construct(s) to Measure	Operational Measure(s) from NCES Products	Dataset(s)/Survey(s)	Equity Dimension(s)	Year(s)
High-Quality Curricula and Instruction	F13 Disparities in Access to High-Quality Academic Supports	Access and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners	Participation in special education services under the *Individuals with Disabilities Education Act* (IDEA); Educational environment data; School exit reason; English learner status	Individuals with Disabilities Education Act (IDEA) database CCD ED*Facts*	Disability type, race/ethnicity, sex, state and jurisdiction, school locale, grade level, and language spoken	2010–2011 to 2021–2022 2010–2011 to 2021–2022 2020–2021
Supportive School and Classroom Environments	G14 Disparities in School Climate	Perception of safety, academic support, academically focused culture, and teacher-student trust	Students' perceptions of personal safety at school; Bullying at school; Electronic bullying	School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) Youth Risk Behavior Surveillance System (YRBSS)	Race/ethnicity, locale, sex, and sexual identity	2009, 2015, and 2019 2009, 2015, and 2019
Supportive School and Classroom Environments	G15 Disparities in Discipline Practices	Out-of-school suspensions and expulsions	Serious disciplinary actions taken by schools[4]	School Survey on Crime and Safety (SSOCS)	School locale, percent of students of color, and FRPL	2019–2020
Supportive School and Classroom Environments	G16 Disparities in Nonacademic Supports for Student Success	Supports for emotional, behavioral, mental, and physical health	Prevalence of diagnostic mental health assessments and treatment provided by public schools	SSOCS	School locale, percent of students of color, and FRPL	2019–2020

[4] Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, removals with no services for the remainder of the school year, and transfers to alternative schools.