Educational Equity Gaps: represent impact of conscious & unconscious inequitable policies/practices that create barriers and disparities in how systems treat and support different people.

"**Achievement Gap**" is often the term used to point out the significant, persistent and predictable disparities in academic performance based on standardized assessment measures by groups of students who share characteristics like racial and socio-economic status.

"**Opportunity Gap**" is closely aligned with the achievement gap. An "Opportunity Gap" exists when "race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students." (edglossary.com) It is often a result of the unequal or inequitable distribution of resources to meet the needs of individual students especially those who have been historically marginalized by the dominant culture.

"**Access Gap**" exists through the policies and practices within schools that limit or block certain students from taking full advantage of all courses, programs or activities that schools provide. To address the Access Gap generally requires schools to provide additional services and/or remove the actual or potential barriers that prevent some students from key learning situations. (edglossary.com)

"**Behavior Management Gap**" Explicit and implicit bias and negative stereotypes cause disparities in the range of responses leading to unfair and often unwarranted disciplinary actions. For students, especially those who experience marginalization, exclusion, "othering" and oppression, discipline practices often lead to anxiety, anger, disengagement, increased absenteeism and potential for dropping out (being PUSHED-OUT). Behavior management actions too often stem from race and gender-based beliefs around appropriateness and expectations of students' attitudes and actions. Teachers' differing responses to perceived disruptive and/or disrespectful behaviors create disparities in school discipline. Schools need behavior management systems based on relational trust that shift students' and teachers' mindsets from rule compliance and punishment to interventions that address social and emotional dynamics of groups and deterioration of student-teacher interactions and relationships.   (NAACP Legal Defense/ Education Fund, 2017)

"**Teaching Gap**" is often present due to low expectations by teachers of some students. It leads to systems of tracking and ability grouping where students are "instructionally impaired" because they never get the chance to learn essential knowledge and skills necessary for success in schools.

"**Learning Gap**" describes "the disparity between what a student has actually learned and what he or she was expected to learn at a particular age or grade level." (edglossary.com) Attendance issues certainly can be a factor. Yet, even students with regular attendance may fail to acquire essential knowledge and skills because they are not taught in ways that effectively engage them in active learning. Without effective interventions, the cumulative effects of Learning Gaps create a system whereby students reaching high school are "pushed out" (not drop out) because they cannot meet the requirements of graduation. Time has run out!

"**Grading Gap**" Traditional grading systems are inconsistent and inequitable. Two students with identical academic performances get different grades from different teachers. Grading systems need to use formative assessments to provide feedback and guide learning and instruction. Teachers must move away from the unsound practices of averaging and 0-100 scales to use instead 0-4 based specific rubrics and a summative assessment system that reflects the most recent evidence of learning. Restructuring grading to be clear and consistent changes teachers' beliefs and behaviors around how to support and motivate student learning.

"**Worthiness Gap**" exists when students internalize the discrimination, marginalization and exclusion that they feel in schools and society in general. When only their deficits are seen and their assets ignored, students believe they are worthless and stupid outsiders. They internalize the negative messages they receive repeatedly in schools. They lack the confidence to try because they believe they will fail or fear they will fail. This fear may lead to an impairment of their performance.

FORMS OF INEQUITY: stem from broader beliefs and behaviors that represent underlying norms and assumptions that play out in a variety of ways.

Societal Inequity: It means acknowledging and addressing the historical legacy and current realities of bias, prejudice and discrimination based on race, ethnicity, language, gender identity, sexual orientation, physical/cognitive abilities, etc.. There must be attention to understanding and addressing the cumulative effects of overt and covert assaults, insults and invalidations that create and sustain hostile environments for students who do not feel they fit in with the dominant culture.

Socio-Economic Inequity: Family resources as well as school resources are not distributed equally. With many neighborhood schools reflecting segregated housing and communities based on wealth, there are both school-wide and individual concerns around economic privilege and struggle.

Cultural Inequity: Schools are institutions created based on dominant culture beliefs, values and experiences. They have changed little as more diverse students have come to attend. The norms, customs, social expectations, and pathways to success may not be known or understood. Often there can be cultural conflict and forced assimilation into the dominant culture ways as the only avenue to success. Many students must learn to "code switch" to try to maintain their own cultural identity and still function within the school setting.

Familial Inequity: Supportive families and encouraging caring adults are important in every student's life. Some children have a wealth of positive support, while others find themselves in challenging situations lacking the nurturing they deserve. Too often assumptions are made about students and families from lower socio-economic levels or diverse cultures around the levels of familial support. Schools must provide information and support so that the significant adults in students' lives have what they need to support students. Schools must also continue to take on responsibility for advocating for and providing necessary interventions for students who are not in supportive family settings.

Linguistic Inequity: Students who are not yet proficient in the English language will face challenges in schools especially in English-only environments and where there is little support for accessing learning through multiple modalities. Most students get the message early, in Kindergarten, that speaking a language other than English is negative. In the 21st century, schools need to shift toward valuing multi-lingualism and not always treating English Language Learners as if they have only a deficit and not an asset.

Programmatic Inequity: School programs may be structured in ways that are unfair and contribute to inequitable educational experiences. Educators must look at and deal with the disproportionate representation of students of color, especially boys in disciplinary actions. Over-identification of some groups in Special Education and a culture of low expectations often creates inequalities that must be addressed. Incentives, pre-requisites, traditions and in-group behaviors often limit access to programs for some students while encouraging others.

Staffing Inequity: Most schools are adult-centered even though they proport to be student-centered. Staff often choose to work at schools that reflect a higher socio-economic community and use the concept of seniority to ensure that they work with students who are compliant and achieving academically. The schools with the highest needs students often have high turn-over rates. Matching the most effective teachers with the students who need the best our educational systems have to offer is too often not the norm.

Instructional Inequity: Especially in an age of standardization and fidelity to a pre-packaged curriculum, many students do not learn via relevant and rigorous curriculum and instruction. Diverse students need multiple-pathways to learn and demonstrate their learning. Teachers also must understand that they teach who they are before they ever teach the subject area information. Teachers must be prepared to be culturally responsive to the diverse students in their classes. It is more about how you are in your interactions with students and how you teach rather than what you teach.

Assessment Inequity: Beyond the inherent biases and flaws in test design, assessment continues to be a sorting process far more than an effective reporting and supporting process. Students should not only have multiple pathways to learning and achieving essential outcomes, but they should be able to employ a variety to means for showing what they know and can do. Grading and assessment systems can create failure and often provide little focus on how to help students learn and grow.