

Appendix A

Glossary

- **Cultural** refers to the ways of living, shared behaviors, beliefs, customs, values, and ways of knowing that guide groups of the people in their daily life and are transmitted from one generation to the next (NYU Steinhardt, 2017).
- **Culturally Responsive Framework:** For the purpose of this paper framework may also be referred to as environment. According to Gay (2002) in order to improve academic outcomes for black students' educators must teach through a culturally responsive lens. The five fundamental components of culturally responsive teaching are; a) cultural competency, b) culturally diverse curriculum, c) emphasizes valuing the community, d) effective community with students of color and e) responding using an ethnically diverse framework. It is important to note that culturally responsive teaching acknowledges heroes and heroine, celebrations, recognizes contributions of a diverse population, develops culturally relevant lessons and incorporates guest speakers of diverse backgrounds. Another tenant of culturally responsive teaching is establishing a community of learning that encourages acceptance (Gay, 2002).
- **Disproportionality** is the under or over representation of a given population group (Merriam-Webster, 2004)
- **Educational equality** is the principle of allocating educational resources with an emphasis on this equal distribution of inputs without attention given in the corresponding outputs (NYU Steinhardt, 2017).
- **Educational equity** is the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students for all social groups (NYU Steinhardt, 2017).
- **Equity vs. Equality** - Equity is giving every student what they need to be successful. Equality is giving every student equal access and opportunity (Skiba, 2016)
- **High performing:** Are identified high performing Reward Schools annually. Reward Schools are schools that demonstrate either high academic achievement or the most progress with minimal gaps in students' achievement between certain populations of students. Based on our current methodology these schools are almost always, either located in low-need school districts or have at least some students selected through admissions' criteria (NYU Steinhardt, 2017).
- **High Wealth Districts:** a district in where 0%-10% of students are eligible for free or reduced lunch program (NYU Steinhardt, 2017).
- **Integration** incorporates as equals into society or an organization of individuals of different groups (such as race); (Merriam-Webster, 2004)

- **Low performing:** Schools that are low-performing for all students in the aggregate identified as “Priority School”; Schools that are low-performing for specific subgroups of students are identified as “Focus Schools”.
 - In school accountability determinations, schools that are in the bottom 10% of performance in the state, or which have significant achievement gaps based on students’ academic performance in required content area assessments such as reading/ language arts and mathematics or in graduation rates are commonly identified as “low performing” (U.S. Dept. of Education, 2017)
- **Low Wealth Districts:** a district where at least 60% of the students are eligible for free or reduced lunch.
- **Public good** is an item whose consumption is not decided by the society as a whole, and which is financed by taxation (Business Dictionary, 2017)
- **Racially isolated schools:** Different school districts, states, and researchers have varying approaches for defining “racially isolated” schools, but most start with the percentage white or children of color in the school at a single point in time as the baseline. Some possibilities are to define “racially isolated” schools and districts, respectively, as:
 - Those with at least 90% students attend school with a homogeneous population, or that deviate by some percentage from the district/ school share of children of color (NYU Steinhardt, 2008).
 - Those where the percentages children of color deviates by 20 percentages points from the percentage children of color in the district/ school student population (Parents Involved in Community Schools v. Seattle School Dist. No. 1, 2007).
 - Those with a percentage children of color that is 25 percentage points different from the district/ school children of color share.
- **Restorative Practices** take a restorative approach to resolving conflict and preventing harm through inclusivity, establishing relationships and building a sense of community (Costello, Wachtel, J., & Wachtel, T., 2009).
- **Segregated schools:** The Merriam-Webster dictionary (2004) defines “segregated education” as an educational system that is “divided in facilities or administered separately for members of different groups or races” and “segregated schools” as schools that are “restricted to members of one group or one race by a policy of segregation”. In education policy, states sometimes quantify segregation by the percentages of a school’s or district’s student population that belong to particular racial or socioeconomic groups.
 - For example, Connecticut defines a segregated school as “having a student population that is 75% or more black or latino” (Nix, 2017).
 - In 1968, the then Commissioner of the New York State Education Department ordered New York City to desegregated and defined a segregated school as one

that was “90% or more black/ Puerto Rican or 90% or more white” (Bolner, 1968).

- **Segregation** is the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means, integration and desegregation (Merriam-Webster, 2004)
- **Tracking:** Educational tracking refers to the placement of students into different classes or educational programs according to a defined criterion, such as interest, ability, or achievement. It is strongly correlated with socioeconomic status, race, and ethnicity, and thus can lead to segregation within a school. This is due to confounding factors, such as students’ race/ ethnicity, socioeconomic status, gender, and parental pressure, in the assignment of students into academic tracks which vary in subject content, rigor and instruction methods (Encyclopedia.com, 2018).

Glossary Reference

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