

10-27 Academic Opportunities

Category	Count of Total	"Focus on the factors within the school system that impact academic opportunities as opposed to social issues"	"Access to advanced technologies, access to multiple postsecondary options pathways, more rigorous graduation requirements "	"Parent income, school makeup, diversity"	"Access to and options of academic programs"	"MLL students and students with disability assessment , Cultural relevancy, Curriculum, Diverse teachers, recruitment and retention of quality teachers"	"1. What trends are we seeing from other schools that have closed academic achievement gaps successfully; 2. How do factors like instructional time, wraparound services, tutoring, etc. being used effectively?"	"Assessment variation, School/district population, single point of data"	"1) Access to high quality curriculum and assessment resources, 2) Access to quality professional development, 3) Effective intervention systems"	"excellent educators; high quality instructional materials; flexibility/autonomy at the school level to innovate; engaged parents"	"access to certified teachers, access to high quality reasearch based curriculum and interventions, access to additional learning time, access to advanced coursework, access to career pathways"	"differentiated funding, attendance, performance measures, attendance"	"Greater access to resources (fully funded); Promising Practices: SCAP (CO), Massachutes Consortium for Innovative Education Assessment (MCIEA), state waivers (Montana), etc.; Transformational Community Schools Model; alternative assessment opportunities that meet or exceed state standards and are aligned with local curriculum choices and their use and weight in the accountability system"
Academic Achievement Gaps	1						1						
Access to academic programs	1				1								
Access to advance technologies	1		1										
Access to advanced/post-secondary options	3		1		1						1		
Assessments	4					1		1	1				1
Cultural relevancy	1					1							
Innovation	1									1			
Instruction/Curriculum	6					1	1		1	1	1		1
Intervention	2								1		1		
Misc.	1							1					
Parent engagement	1									1			
Parent income	1			1									
Performance Frameworks	1												1
Performance measure	1											1	
School Factors	1	1											
School Funding	2											1	1
School makeup/demographics	2			1				1					
Staffing	4					1			1	1	1		
Student Attendance	1											1	
Tutoring/Additional Learning Time	2						1				1		
Wrap around services	1						1						

10-27 Inequities

Category	Count of Total	"How do we currently identify inequities?"	"Access to high quality instruction, extended learning opportunities, access to advanced technologies, rigorous curriculum options"	"Poverty, school size, staff expertise"	"Resources (funding and staff)"	"Looking into the discipline data of student of color (black boys and girls) and students with disability, suspension and expulsion rate of students of color, funding inequity in our education system, distribution of experienced staff in our education system, state scoring of districts performance"	"1. What are the biggest academic achievement gaps identified in current (and longitudinal) data?; 2. Who has access to certain extracurricular and enrichment opportunities?; 3. Are there correlations between work-based learning opportunities and high school achievement?; How does suppressed data due to n-size constraints limit ability to measure inequities?"	"Huge variance between resources and teachers at rural schools when compared to suburban schools; the extensive overuse of video instruction in some locations reflects inequity"	"Resource inequities and subsequent consequences, Regional bias, resource access"	"1) Access to an effective teacher(s), 2) Inequities created through funding formulas and legislative practices such as the BS factor, 3) Inequities created due to setting (e.g.- urban vs rural)"	"Lack of equitable access to CTE/AP/career pathway programs as noted in the audit; parents not understanding student data and unsure of how to help support their student at home; inequitable access to high quality instructional materials; teacher pay disparities -- can we pay higher wages to highly effective teachers, teachers in hard-to-staff positions and teachers at chronically low performing schools?"	"differences in poverty, concentrations of poverty without adequate resources, lack of qualified teachers, lack of curriculum, lack of available interventions and supports"	"funding, stability, performance measure, staffing"	"Funding inequities (both state and local, i.e. mill levy overrides have different impacts in different communities); environmental injustices (water quality, air quality, inadequate ventilation, etc.); educator retention; student's lived experiences (unhoused, food insecurity, migrant, poverty, etc.); connection between geography and access to resources; lack of resources to serve most highly impacted students in a differentiated manner"	"Differences in school resources (understanding budget and funding impact so all members of the group understand why where you attend school can impact the resources you get), orienting to a statewide understanding of concentrations of poverty across the state; lived impact: making space for different members to share their lived experience working in communities with impacted by topics such as -disability, poverty, rural or small size, homelessness, etc."
Access to high quality instruction/curriculum	3		1								1	1			
Access to multiple post- secondary options	1										1				
Access to technology	1		1												
Disproportionate discipline	1					1									
Environmental factors	1														1
Extended Learning Opportunities	1		1												
Misc.	1	1													
Parent engagement	1										1				
Poverty	4			1								1		1	1
Regional Differences	5							1	1	1				1	1
School funding	1					1									
School performance frameworks	3					1	1							1	
School resources/funding	7				1				1	1		1	1	1	1
School Size	2			1			1								
Staffing	9			1	1	1		1		1	1	1	1	1	1