



TNTP helps partners assess their classroom-level practices to create high-quality, equitable academic experiences - and real results for students.

THE CHALLENGE. Across the country, we've been telling students that doing well in school creates opportunities—that showing up, doing the work, and meeting teachers' expectations will prepare them for their futures. Unfortunately, that's a myth, as TNTP uncovered in [*The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – And How to Fix It.*](#)

TNTP followed nearly 4,000 students in five diverse school systems to learn more about why so many students graduate from high school still unprepared for the lives they want to lead. We observed nearly a thousand lessons over a school year and analyzed tens of thousands of assignments and student work samples, and we surveyed nearly 30,000 students in real-time during their lessons. What we found was unnerving: classroom after classroom filled with "A" and "B" students whose big goals for their lives are slipping further away each day, unbeknownst to them and their families—not because they can't master challenging material, but because they're rarely given a real chance to try.

In fact, most students—and especially students of color, those from low-income families, those with mild to moderate disabilities, and English language learners—spent the vast majority of their school days missing out on four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. In classrooms with more access to these resources, students did better—particularly if they started the school year behind their peers. More often than not, students were able to meet a higher bar when given the chance—but most students never got that opportunity.

OUR APPROACH. Given the challenges we saw, we laid out a set of recommendations stakeholders at all levels of the school system should take to improve students' experiences. The first of those recommendations included systematically collecting information on the quality of students' access to the four resources outlined in *The Opportunity Myth*, as we realized that district leaders cannot determine what strategies and next steps to prioritize to increase equitable access to high-quality academic experiences without knowing their starting point.

We support districts to determine whether students across the district have equitable access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations through a **K-12 classroom-level equity audit that would generate an Opportunity Scorecard** (using a modified and streamlined version of the methodology we used to write *The Opportunity Myth*).