

Summary #6

Milner (2017) explores the concept of the opportunity gap in the article *Beyond a Test Score: Explaining Opportunity Gaps in Educational Practice*. Milner suggests that previous research on the achievement gap (Ladson Billings, 2011), which suggests marginalized students face significant barriers that do not allow them to achieve academic success on standardized tests like White students, reinforces dominant discourses that White students as the standard. Milner introduces the opportunity gap as a framework to further expand on the achievement gap that suggests standardized testing is rooted in homogeneity and Whiteness as marginalized students do not have the same access to opportunities as White students do. Milner states “standardization, in many ways, is antithetical to diversity because it suggests that all students live and operate in homogeneous environments with equality and equity of opportunity afforded to them (p. 694).” Milner ultimately argues that too much attention is placed on achievement gaps and challenges educators and educational researchers to expand their analyses to opportunity gaps. Focusing on the opportunity gap allows researchers to examine the causes of disparities that exist among students in schools. Milner (2017) provides suggestions for a practical framework that he believes will help educators center the disparities contributing to the opportunity gap. This framework consists of five interrogatory tenets which include color blindness, cultural conflicts, meritocracy, deficit mindsets and low expectations, and context-neutral mindsets. Ultimately, Milner urges educators and educational researchers to adopt this framework in order to center the needs of marginalized students.