



What Districts Aim to Do: A Computational Mixed Methods Analysis of School District Strategic Plans

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School districts are a distinct but long-critiqued feature of the United States educational system. Amid these critiques and increased public dissatisfaction with education, we revisit a fundamental question: What do school districts aim to do? Using a computational mixed methods analysis of 624 district strategic plans, we find that districts a) commit to a broad range of goals beyond student academics; b) diverge in which non-academic goals for students they commit to and in their commitments to diversity, equity, and inclusion; c) and converge on cultivating positive learning environments and building family and community connections. We interpret this last finding as offering insight into districts' understanding of their role in the broader educational ecosystem.

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School districts are a distinct but long-critiqued feature of the United States educational system. Amid these critiques and increased public dissatisfaction with education, we revisit a fundamental question: What do school districts aim to do? Using a computational mixed methods analysis of 624 district strategic plans, we find that districts a) commit to a broad range of goals beyond student academics; b) diverge in which non-academic goals for students they commit to and in their commitments to diversity, equity, and inclusion; c) and converge on cultivating positive learning environments and building family and community connections. We interpret this last finding as offering insight into districts' understanding of their role in the broader educational ecosystem.

Key words:

school boards, educational goods, strategic planning, topic modeling, unsupervised machine learning,

School districts are a distinct, if puzzling, feature of the U.S. educational system; internationally, education is often centralized, and less centralized systems commonly rely on multipurpose local governments like cities and counties (Shoked, 2016). Yet, in the U.S., education has long been organized through single-purpose school districts: territories governed by locally elected boards and charged under state law with providing public education within their boundaries (Briffault, 2005). Given that school districts and their boards govern within an already complex educational system – also consisting of the federal government, states, and individual schools – scholars have long questioned their purpose and efficacy (Anderson, 2003; Chubb & Moe, 2011; Finn Jr & Petrilli, 2011; Hochschild, 2005; McGuinn & Manna, 2013).

Recently, districts have received renewed public attention due to conflicts between parents and board members surrounding cultural issues and COVID-19 mitigation (Anglin et al., 2026; Holman et al., 2025). Simultaneously, public trust in education has declined; in 2025, only 35% of surveyed Americans reported satisfaction with the quality of K-12 education, a record low since the question was first asked in 1999 (Gallup, 2025). These concurrent developments have renewed urgency to longstanding questions about what communities want from their schools, what districts are for, and how districts exercise local control (Kogan, 2022; White, 2023).

The purpose of the present study is to better understand how districts themselves answer these questions. To do so, we analyze school district strategic plans: public statements of district goals for the coming years (O. Bryson, 1995). Although planning processes vary, districts often form a committee of constituents and solicit public input through surveys, interviews, or public meetings (Lane et al., 2005). After negotiating competing priorities, the committee produces a

plan that the school board adopts as the district's official statement of its goals (Bryson et al., 2018; Lane et al., 2005).

Using a computational mixed methods analysis, combining qualitative content analysis (Elo & Kyngäs, 2008) with topic modeling via Latent Dirichlet Allocation (LDA; Blei, 2003), we answer the following research questions: what goals do districts publicly commit themselves to? And, to what extent do these goals vary across school districts? In doing so, we build on the small empirical literature on district strategic plans (Ford & Ihrke, 2020) and respond to calls for analysis of the content of such documents (Ingle et al., 2020). We draw three main conclusions. First, districts commit to a broad range of goals reaching beyond student academics. Second, they diverge in the specific nonacademic student goals they commit to and in their expressed commitments to diversity, equity, and inclusion. Third, they converge on cultivating positive learning environments and building family and community connections, offering a key piece of evidence for how districts understand their role within the broader educational ecosystem.

Background on District Strategic Plans

Strategic planning is commonly identified as a key practice of effective school boards (Ford & Ihrke, 2020; Walser, 2009) and several states require districts to undertake some form of it (Beach & Lindahl, 2004). Strategic plans typically contain goals (broadly stated and long-range), objectives (measurable results toward achieving long-range goals), and activities (steps towards accomplishing those objectives; Lane et al., 2005). Once adopted by a school board, the plan is intended to guide subsequent district decisions (Beach & Lindahl, 2004). Because limited resources require tradeoffs (Brighthouse et al., 2016), strategic plans identify the goals districts prioritize out of many possibilities, establishing public standards against which they can be held accountable to the community (Bryson et al., 2018).

Data

We used the Common Core of Data to construct a national sample of public school districts stratified by nine census divisions (e.g., New England and West South Central) and 12 locale categories (e.g., large city and remote town). Within each of the 108 strata, we randomly sampled 10 districts, visited the district website, and searched for the strategic plan, identifying strategic plans for approximately 60% of sampled districts ($n = 624$). The Common Core of Data provides geographic, enrollment, and demographic measures. Harvard's Voting and Election Science Team (2020) provides a measure of political partisanship. We hand-coded one randomly strategic plan selected from each stratum and analyze the full sample using LDA. See Appendix A for additional details on the search process and analytic samples.

Methods

Building on applications of computational text analysis in education (e.g., see recent articles including Bartanen et al., 2023; Borchers et al., 2025; Choi et al., 2025; Sun et al., 2019), we used a computational mixed methods approach to identify goals in strategic plans, combining qualitative content analysis of a subsample ($n = 108$) with topic modeling of the full corpus ($n = 624$). We comprehensively describe our study design, qualitative content analysis, LDA analysis, and regression analyses in Appendix B. Here, we provide a brief overview of each.

We used qualitative content analysis to comprehensively identify goals present in a subsample of documents. Through the process described in Appendix B, we inductively identified 40 goals (our codes) and then produced indicators of whether each of 108 strategic plans in the qualitative sample expressed each goal. We used topic modeling to complement this analysis, estimating topic prevalence within the full corpus using LDA.

Given a corpus represented by word counts and a set number of topics, LDA identifies groups of words that tend to occur together (the topics) and estimates their relative frequency as a group (the topic prevalence) (Blei, 2003). Because the topics produced by LDA depends on the corpus representation and number of topics, we tested over 100 model specifications and selected the model whose topics most coherently represented the content of a small randomly sampled subset of strategic plans (see Appendix B). The selected model produced 23 topics estimated from 150-word text segments. We classified three topics as uninterpretable (consisting of words that were either too broad to be meaningful, or too disparate as a group to characterize coherently), eight as procedural (concerning planning or implementation) and 12 as goal-oriented (and, thus, relevant to our research questions). Due to substantial overlap, four topics were combined into two, producing 10 final goal-oriented topics for analysis. Topic prevalence scores for these 10 topics provide an estimated proportion of a segment devoted a topic. We aggregate these scores to the strategic plan level and divide by the sum of averaged prevalence scores for all goal-oriented topics within a plan so that prevalence scores may be interpreted as the proportion of goal-oriented text devoted to a topic.

Finally, we examined differences in prevalence by urbanicity, region, Black and Hispanic student enrollment quartile, and presidential Republican vote-share quartile using regressions which control for state fixed effects (in all but the regional model), document length, and whether the plan appears to be standardized (i.e., with form-like fields) and/or is described as an improvement plan (e.g., “District Strategic Improvement Plan”; see Appendix A). To adjust for multiple comparisons, we used the Benjamini-Hochberg procedure. See Appendix B for additional detail on the regression models and adjustments for multiple comparisons.

Limitations

We interpret our results in light of at least three key limitations. First, it is often unclear who authors strategic plans and the extent to which the public participated in their formation. In our hand-coded sample, only 31 of 108 plans (29%) described their planning process. Of these, 12 (41% of the 31) reported gathering community input through focus groups, interviews, or surveys. Further, districts that document their planning process may also be those with more extensive community engagement. When described, strategic planning committees often included administrators (81%), board members (68%), teachers (68%), parents (50%), community members (46%), and students (32%). Second, strategic plans describe districts' official goals but may or may not reflect the authors' privately held desires for education. Third, strategic plans reflect state requirements as well as local priorities (Ingle et al., 2020). Some states mandate planning, provide templates, and/or require low-performing districts to address specific standards (e.g., MASB, 2023; TASB, 2023). State fixed effects and controls for plan characteristics described above partially address variation due to these factors, but we cannot distinguish local goals from external requirements.

Results

Goals Identified with Qualitative Content Analysis

Table 1 lists goals identified within 108 qualitatively coded strategic plans. Higher-level category prevalence (e.g., Teachers) reflects the percentage of plans with any of the goals listed below. Here, we describe four key patterns. First, districts commit themselves to a wide range of goals for students beyond academic achievement. For example, 76% of the 108 qualitatively coded plans contain a goal related to postsecondary preparation, including career planning and exploration (40%; e.g., “students will create and conduct a career student interest survey”), college planning and access (19%; e.g., “exposure to college admissions requirements”), and

broader commitments to college and career preparation (46%; e.g., “college/career ready skills”). Plans also include goals related to students’ personal development and wellness, including social-emotional learning (41%; e.g., “social-emotional growth”), character and ethical development (27%; e.g., “character and leadership required for global citizenship”), general well-being (35%; e.g., “ensure wellbeing”), and mental health needs (30%; e.g., “provide mental health therapy”).

Second, plans often contain goals that reach beyond individual students to groups of students: 55% of qualitatively coded plans include a discussion of differentiation, often through targeted intervention (e.g., “meeting the needs of all students through a system of tiered supports”), 31% aim to reduce achievement gaps, and 44% include other diversity, equity, and inclusion (DEI) goals (often using one or more of those terms; e.g., “the pursuit of equity and fairness”). We also coded named student subgroups listed within district goals (see Table B2). Plans most often referenced students with disabilities (39%) and English learners (25%), followed by racial groups (including Black, Hispanic, and Native/Indigenous; 19%), gifted students (18%), economically disadvantaged students (17%), and “at-risk” students (16%).

Third, 89% of plans include a goal related to the learning environment, including broad goals regarding climate, culture and belonging (70%; e.g., “create a sense of meaningful belonging within the school community”), and a particular focus on safety (64%; e.g., “a safe, clean, and secure environment”). Fourth, a majority of plans contain goals for families and the surrounding community; 81% of plans include a goal of increasing community connections (e.g., “grow and expand relationships with community and business partners”), 63% for increasing family involvement (e.g., “enhance parent involvement and engagement”), and 35% for

providing community resources (e.g., “offer classes/courses focusing on parents and community members as the target audience”).

Goal-Oriented Topics Identified with LDA

Table 2 presents the 10 goal-oriented LDA topics represented by their highest-probability terms. Here, we illustrate these topics with an excerpt from a segment in which it was highly prevalent. The two most prevalent topics are Learning Environment (21%; e.g., “provide a learning environment that is emotionally and physically safe and secure”) and Families and Community (20%; e.g., “promoting engagement between educators, parents, family members and community”), together accounting for an average of 41% of goal-oriented text. Academic Achievement is the third most prevalent topic, accounting for 12% (e.g., “improve from the bottom quartile of [exam] reading and writing performance”).

Each of the remaining topics accounts for less than 10% of goal-oriented text. Two concern the district workforce: Professional Development (9%; e.g., “receive ongoing coaching, feedback, and professional learning”) and Recruitment and Retention (6%; e.g., “recruit and retain highly qualified personnel”). Two others concern academic opportunities and instruction: Academics, College, and Career (8%; e.g., “increase the number of students who earn market-value assets through work-based learning, college credit, and industry-recognized credentials”) and Curriculum and Assessment (6%; e.g., “[ensure] assessments, curriculum, instruction . . . are aligned to each other”). DEI represents 8% of goal-oriented text (e.g., “fair systems, procedures, and resource distribution that will create equitable opportunities”). Finally, Attendance, Behavior, and Mental Health and 21st Century Skills and Technology each account for 5% of goal-oriented text.

Figure 1 examines variation in topic prevalence across community contexts. The largest differences involve the DEI topic: urban, Northeastern, predominantly Black or Hispanic, and left-leaning districts devote substantially more of their goal-oriented content to this topic – often twice as much as the reference group. Smaller, though still statistically significant, differences appear for other topics. Curriculum and Assessment receives greater emphasis in rural and right-leaning districts. Southern districts tend to emphasize Recruitment and Retention, whereas Northeastern districts tend to emphasize Professional Development. Full regression results appear in Appendix C.

Discussion

Recent school board controversies (Anglin et al., 2026; Holman et al., 2025) and low levels of positive sentiment toward public education (Gallup, 2025) bring renewed urgency to a longstanding question: what do districts aim to do? Strategic plans provide one perspective and suggest that, simply put, districts aim to do quite a lot. Beyond academic achievement, districts commit to developing a range of what Brighthouse et al. (2016) term educational goods: “knowledge, skills, dispositions, and attitudes that... have the potential to contribute to [student] flourishing and the flourishing of others (p. 5)”.

On the other hand, districts diverge in the specific non-academic goals for students that they commit to; each individual non-academic student goal appears in fewer than half of qualitatively coded strategic plans (e.g., promoting character and ethical development is present in 27%; decreasing substance abuse in 11%). Districts similarly vary in their expressed commitments to equity: while the average district devotes 8% of goal-oriented strategic plan text to this topic, the 25th percentile district devotes less than 1%, and this prevalence is significantly predicted by district characteristics. Variation in goals may reflect differences in community

values and/or community needs, both common justifications for local control (Fuhrman & Elmore, 1990). Yet, to the extent that strategic plans reflect district decision-making, substantial variation in expressed goals for students suggests that local control also allows for substantial variation in the nonacademic programs and supports available to students.

Alongside this variation, we find convergence across districts in their commitment to connecting schools with families and communities. An estimated 20% of goal-oriented text concerns families and communities; even at the 25th percentile, the estimate is 10%. This emphasis aligns with defenses of local school board governance (White, 2023) even as critics argue their elections are weakly tied to student achievement (Kogan, 2022). Though districts indeed commit to improving academics, they also express strong commitments to their function as “community hubs” (White, 2023, p. 5). Given community members (and likewise community services and businesses) often have geographic ties to more than one school, the district may be the most appropriate level for this function. At the same time, if districts claim a role of connecting schools to parents and the community, and given current public dissatisfaction with education, this raises an urgent question for future research: does district investment in family and community engagement increase public trust in and support for local schools?

Though strategic plans cannot answer this question, nor speak to whether districts actually achieve their goals, they provide needed empirical evidence on first-order questions of what those goals are and the extent to which they vary. In doing so, strategic plans shed light districts’ understanding of the purpose of education and of their distinct role within it.

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Table 1*Prevalence of Goals in Qualitative Strategic Plan Sample*

Individual Student Goals			Goals Beyond Individual Students		
Goal	<i>n</i>	Proportion	Goal	<i>n</i>	Proportion
<u>Learning and academics</u>	103	.95	<u>Learning Environment</u>	96	.89
Core academics and achievement	94	.87	Climate, culture, and belonging	76	.70
Curriculum and instruction	80	.74	Safety	69	.64
Graduation	38	.35	Student behavior and discipline	37	.34
Attendance	27	.25	Student voice	24	.22
Preschool and early education	22	.20	Bullying prevention	8	.07
<u>College and career</u>	82	.76	<u>Diversity and differentiation</u>	80	.74
Career and college preparation	50	.46	Intervention and differentiation	59	.55
Career and Technical Education	46	.43	Diversity, equity, and inclusion	48	.44
Career planning and exploration	43	.40	Reducing achievement gaps	34	.31
21st Century marketable skills	33	.31	<u>Teachers</u>	98	.91
AP, IB, and dual credit	25	.23	Knowledge, skills, and professional development	89	.82
College access and planning	20	.19	Hiring and retention	64	.59
<u>Personal growth</u>	69	.64	Salary and working conditions	50	.46
Social and emotional learning	44	.41	<u>Infrastructure and governance</u>	92	.85
Extracurriculars and electives	38	.35	Technology	68	.63
Character and ethical development	29	.27	Facilities	57	.53
<u>Health and wellness</u>	59	.55	Finances and budgeting	57	.53
Student wellness	38	.35	Governance and communication within district	57	.53
Student mental health	32	.30	<u>Family and surrounding community</u>	94	.87
Student physical health	20	.19	Community connection and buy-in	88	.81
Substance abuse and drugs	12	.11	Family communication and involvement	68	.63
Prevention of dating violence	2	.02	Providing community and parent resources	38	.35
Sex education	1	.01	Community economic development	4	.04

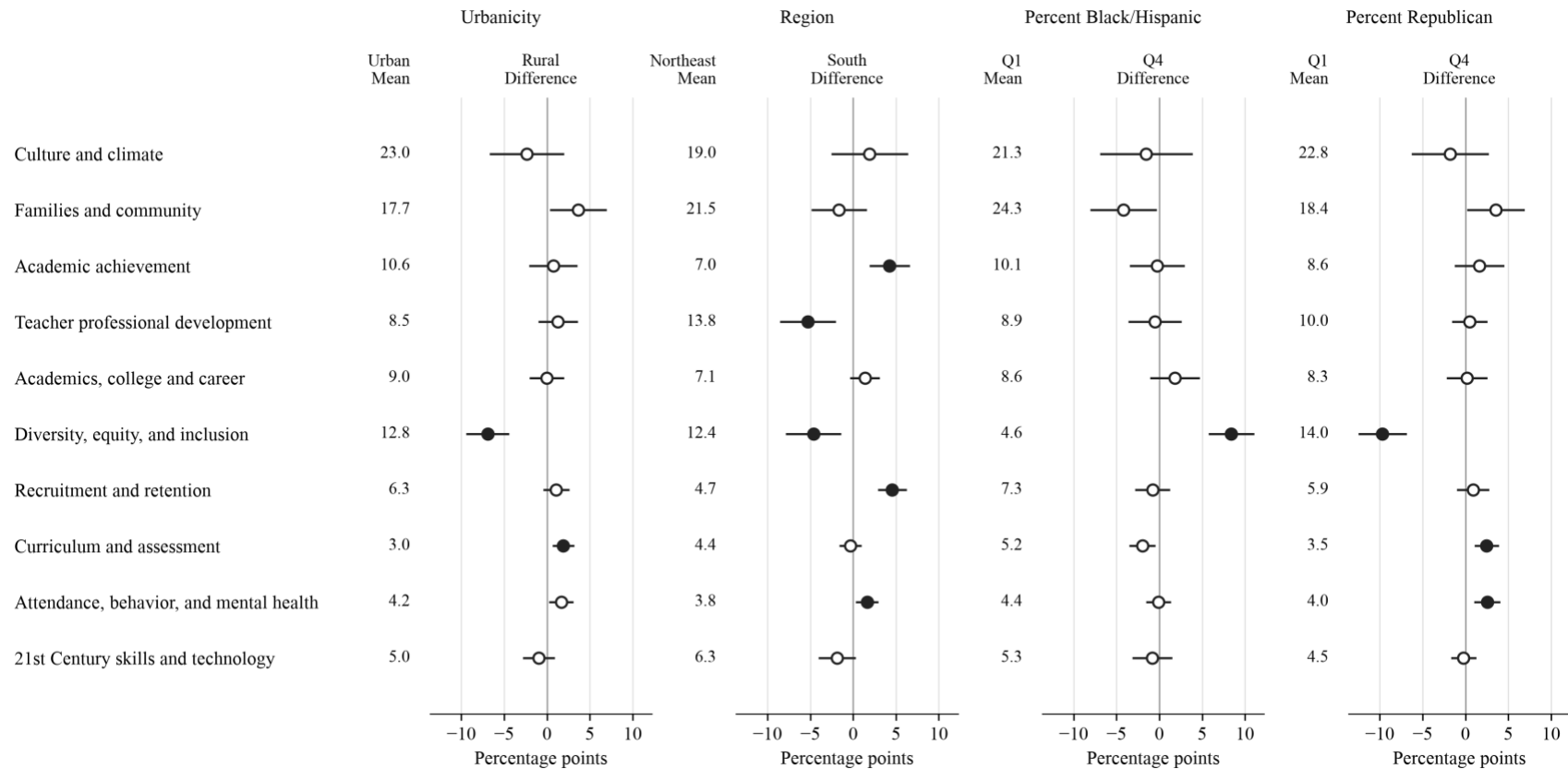
Preserving local language and culture	1	.01
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Note. N = 108 district strategic plans. Counts for higher-level categories include the number of strategic plans with any of the goals listed below.

Table 2*Prevalence of Topics in District Strategic Plans, by Topic Group*

Topic	Mean Prev.	25th	75th	Word 1	Word 2	Word 3	Word 4	Word 5
Learning environment	.21	.08	.31	learning	environment	community	mission	safe
Families and community	.20	.10	.28	community	families	communication	support	opportunities
				parents	parent	activities	program	year
Academic achievement	.12	.03	.16	data	performance	improvement	plan	goals
				grade	math	year	increase	goal
Teacher professional development	.09	.02	.13	teachers	support	learning	professional_development	provide
Academics, college and career	.08	.02	.11	high	college	career	learning	opportunities
Diversity, equity, and inclusion	.08	.01	.11	schools	equity	public	every	community
Recruitment and retention	.06	.01	.10	staff	teacher	increase	employees	teachers
Curriculum and assessment	.06	.00	.07	curriculum	data	instruction	standards	assessments
Attendance, behavior, and mental health	.05	.00	.07	attendance	schools	services	programs	behavior
21st Century skills and technology	.05	.01	.06	learning	technology	skills	century	21st

Note. N = 624 district strategic plans. Prev. = topic prevalence and can be interpreted as the average proportion of goal-oriented text devoted to each topic. The 25th and 75th percentiles describe the distribution of topic prevalence across plans such that a topic's 25th-percentile value indicates that 25% of plans devoted that proportion of goal-oriented text or less to the topic. Academic Achievement and Families and Community each aggregate two underlying topics, with one row of highest-probability terms shown for each underlying topic.

Figure 1*Predictors of Topic Prevalence*

Note. Figure displays coefficients of regressions of topic prevalence on group/quartile of interest, controlling for state fixed effects and plan characteristics. Regional models omit state fixed effects. Q1 indicates lowest quartile. Bars indicate confidence intervals. Filled circles indicate statistical significance after Benjamini-Hochberg adjustment for 10 tests within each column.

Appendix A

Sample and Data Collection

We used the 2020-21 Common Core of Data to construct a sample stratified by state census division (New England, East North Central, West North Central, Mountain, Pacific, Middle Atlantic, South Atlantic, East South Central, and West South Central) and locality (large city, midsize city, small city, large suburb, midsize suburb, small suburb, distant town, remote town, fringe town fringe, remote rural, distant rural, and fringe rural). Then, within each of the 108 strata, we sampled 10 districts, a number chosen a priori to produce a large but still a feasible number of districts for which to search for a strategic plan.

For each of these 1032 districts (a few strata had fewer than 10 districts), two undergraduate researchers: 1) used Google to search for the school district name and state in order to identify the district's website (confirming the correct district by observing the physical address listed on the website); 2) searched the district website for a strategic plan, first using the website's search function where available – searching “strategic plan” – and second by browsing About pages and district policy pages; 3) downloaded the available plan as a PDF.

When a district did not post a strategic plan but posted a district-level document named as an improvement plan, we included that improvement plan in our sample. This applied to 59 districts. Improvement plans are likely more closely tied to state accountability requirements than strategic plans (e.g., Mo. Rev. Stat. 160.720, 2004), a key limitation of findings for these 59 districts. However, in observing these documents, we found that several included substantial public input and used planning processes comparable to those employed in strategic planning. We therefore included these plans to avoid systematically excluding low-performing districts

(often required to post an improvement plan) from the sample. Regression analyses include a control for whether a plan is titled as an improvement plan.

If a district website posted both a strategic plan and an improvement plan, only the strategic plan was downloaded. If more than one strategic plan was posted, we downloaded the most recent version, even if it was expired. Approximately 40 percent of districts in our stratified sample did not have a publicly posted strategic plan (or district improvement plan), indicating either that the district did not engage in strategic planning or that it did not post or publicize the plan on the school district website. Thus, our final analytic sample consists of 624 districts. Table A1 compares the characteristics of our stratified sample of 1032 districts, the topic modeling sample (districts with a plan), and the qualitative sample. Our qualitative sample consists of one plan randomly sampled from each stratum.

Table A1*Characteristics of the Original Stratified Sample LDA Sample, Qualitative Sample*

	Stratified Sample	LDA Sample (Districts with Plan)	Qualitative Sample
Northeast	0.21 [0.41]	0.22 [0.41]	0.22 [0.42]
Midwest	0.23 [0.42]	0.24 [0.43]	0.22 [0.42]
South	0.34 [0.47]	0.35 [0.48]	0.33 [0.47]
West	0.23 [0.42]	0.19 [0.39]	0.22 [0.42]
City	0.22 [0.42]	0.28 [0.45]	0.24 [0.43]
Suburb	0.25 [0.43]	0.27 [0.45]	0.25 [0.44]
Town	0.25 [0.43]	0.22 [0.42]	0.25 [0.44]
Rural	0.28 [0.45]	0.23 [0.42]	0.26 [0.44]
Enrollment (1,000)	8.6 [22.43]	10.74 [27.49]	12.98 [37.68]
Proportion Black/Hispanic Students	0.3 [0.28]	0.31 [0.28]	0.28 [0.27]
Proportion White Students	0.66 [0.29]	0.65 [0.29]	0.67 [0.29]
Proportion Free Reduced Lunch	0.54 [0.23]	0.53 [0.23]	0.52 [0.23]
District area-weighted Trump 2016 vote proportion	0.55 [0.18]	0.54 [0.19]	0.55 [0.19]
N	1032	624	108

Note. Values are either proportions for binary variables or means for continuous variables. Standard deviations are in brackets.

Appendix B

Methodological Appendix

Study Design

Recognizing that our methods span qualitative content analysis (Elo & Kyngäs, 2008) and computational topic modeling (Blei, 2003), we describe our study as a computational mixed methods design which benefits from “differing strengths and nonoverlapping weaknesses” of these two methods (Creswell, 2014, p. 62). The qualitative analysis allows us to build an in-depth understanding of the goals espoused by districts within a small inductive sample (30 strategic plans) and moderate deductive sample (108 strategic plans, including the prior 30). The topic modeling approach, while providing less of a guarantee of the comprehensiveness of the goals identified, allows us to assess the proportion of a document devoted to a goal-oriented topic, and by increasing our sample size, to assess correlations between predictors and topic prevalence. Together, these methods expand the “breadth and range of inquiry by using different methods for different inquiry components” (Onwuegbuzie & Johnson, 2006, p. 54). Where both qualitative content analysis and LDA identify similar goals, we place greater weight on conclusions relating to those goals. However, we do not dismiss goals, or findings, resulting from only one analysis given differences in the purposes of these analyses.

Qualitative Content Analysis

We began with an inductive coding process applied to a random sample of 30 strategic plans drawn from the larger qualitative sample of 108. For each plan in the inductive sample, two authors independently read the document while taking notes. We then independently generated provisional categories of goals (our codes), labeling them with short descriptive phrases or quotations from the text. Together, we compared the provisional codes across documents and

used an iterative process of categorization and abstraction (Elo & Kyngäs, 2008), collapsing very similar codes but retaining separate codes when we felt differences in definitions reflected important differences in district goals. For each provisional code, we developed a working definition, inclusion and exclusion criteria, and representative examples, producing an initial codebook (MacQueen et al., 1998). We then re-coded the 30 plans to saturation. During this process, we clarified ambiguous definitions and continued collapsing codes with substantial overlap. Disagreements were discussed and resolved through consensus. We repeated this process until re-coding produced no additional codes and until we believed the existing definitions adequately represented the inductive sample.

The final codebook includes 40 distinct codes for goals. To scale the deductive content analysis, three trained undergraduate research assistants used this codebook to deductively code the remaining 78 plans in the qualitative sample. Before coding independently, each research assistant double-coded plans previously coded by an author (plans serving as a benchmark for comparison) coding independently only after identifying at least 80% of the benchmark codes while limiting additional codes, not in the benchmark, to fewer than 10% of all codes they assigned. The final product of the deductive coding process is a series of indicators for whether each of 108 plans contained an instance of each code. Our final definitions of codes, alongside two representative examples of each, are provided in the table below.

Table B1*Code Definitions and Example Excerpts*

Code	Definition	Example Excerpts
Core academics and achievement	Goals related to the improvement of student achievement in core, tested academic subjects, including reading (ELA), math, science, and social studies/history. AP courses and addressing achievement gaps are coded separately.	“In the area of Reading, 80% of students will be reading on appropriate grade and Lexile levels” “Each student will progress toward mastery of...academic standards”
Curriculum and instruction	Goals related to the content of what teachers teach and how they teach it.	“Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, curriculum, and standards” “Deliver an immersive curriculum firmly grounded in a robust academic framework”
Graduation	Goals related to student graduation rates	“The high school graduate rate will increase from 74% to 80%” “To have all high school students graduate on-time”
Attendance	Goals related to improving student attendance and reducing absenteeism	“Increase in daily average attendance” “The district will achieve a student attendance rate of 96% or higher”
Preschool and early education	Goals related to education of students before kindergarten, includes Head Start, PreK, Preschool	“Offer targeted instruction to students identified for the preschool program for students with disabilities” “Increased percentage of students who have access to early kindergarten”

Code	Definition	Example Excerpts
Career and college preparation	References to preparing students for either college and/or career. Excludes AP and dual credit courses and explicit reference to CTE courses (separate codes).	"Develop and enhance partnerships to prepare students for career, college, and life after high school." "Each student will develop college/career ready skills"
College planning and access	Goals related to helping students navigate the college transition and increase college access. Excludes dual credit, AP courses. Also excludes college preparation in terms of skills or coursework.	"Continue to provide opportunities to attend career days for exposure to college admissions requirements" "Provide college and career guidance" (double coded with career planning)
Career planning	Goals related to helping students explore careers and/or plan for their future careers.	"Provide career path mentors at middle and high school level" "Expand and encourage more opportunities for career exploration"
21st Century marketable skills	Goals related to developing skills or attitudes relevant to a 21 st Century career, usually uses the phrase "21 st Century"	"Regularly receive feedback on the 21st Century global competencies that are critical to success beyond academics" "The benefits of genius hour include: no loss of class instruction, creating lifelong learners, develop relationships with students, teaching 21st century skills."
AP, IB, and dual credit	Goals including mention of classes that are called AP/Advanced Placement or IB/International Baccalaureate courses/classes or testing of students with the intent of placement in AP or IB classes.	"AP exam pass rates" "Use the College Board's AP Potential program to identify and enroll Black, Hispanic, and low-income students, as well as those with IEPs, in AP level classes."

Code	Definition	Example Excerpts
Career and Technical Education	Goals including the creation or improvement of Career and Technical Education (CTE) and vocational courses.	“Expand pathways for high school students to earn credentials making them immediately employable upon graduation” “Maintain and add technical courses: ...agriculture, business, FACs, auto technology, and construction trades”
Social and emotional learning	Goals related to student social and emotion skills, most commonly under the framework of SEL. This includes specific curricula and instruction around SEL and SEL assessment but can also include broader goals related to the social emotional needs of students.	“Invest in social-emotional learning (SEL) for all students by implementing a social-emotional learning curriculum” “Redesign MTSS to ensure the components related to SEL”
Extracurriculars and electives	Goals related to activities, clubs, classes and courses generally including the arts, sports, and elective academic subjects. Either after school or during school day.	“Increase percentage of students with... participation in clubs, sports, and other extracurricular activities” “Every school is organized and resourced to...offer arts instruction”
Character and ethical development	Goals related to developing students’ character or ethics, commonly using the phrase “character” or “character development” but can also include mentions of morals, student/community values, citizenship, and character traits (e.g. integrity, honesty, responsibility). This does not include social or emotional skills.	“All students will develop strength of character to prepare them to lead a life of purpose” "Continue to implement social/emotional learning (SEL) and character education programs across all campuses" (also coded as SEL)

Code	Definition	Example Excerpts
Student wellness	Goals related to the general improvement of student well-being, most often using that term or wellness.	“Stress the health and wellness of students” “Implement... student success surveys to monitor student well-being”
Student mental health	Goals related to addressing student mental health needs from a “treatment” perspective, through assessment and intervention, rather than through prevention (i.e., not through improving general wellness).	“Each student will meet with their school counselor during the...year at which time a mental health check-in will be completed” “Expand mental health clinics in schools”
Student physical health	Goals related to improving students’ physical (rather than mental) health. May include mentions of exercise, healthy lifestyle, diet/access to healthy meals.	“Implement the Healthy and Ready to Learn plan to ensure immunizations, physicals, and other health and child development screenings are up to date” “Provide wrap-around services to students, including healthcare, nutrition...”
Substance abuse and drugs	Goals related to educating and addressing substance abuse and drugs.	“Evaluate the current effectiveness of building level supports to address substance abuse” “Advocate for a full-time Drug Abuse Resistance Education officer to work in our elementary schools”

Code	Definition	Example Excerpts
Prevention of dating violence	Goals related to specific mentions of dating violence or domestic violence.	“Provide dating violence prevention to secondary students” “Provide training and/or awareness for teachers, parents, students and administrators in all grade levels dealing with and reporting dating violence”
Sex education	Goals related specifically to education around sex and romantic relationships, usually will include exact term “sex education”.	“Provide human sexuality instruction/abstinence in grade 5-12 and health classes” “Provide comprehensive sex education including human trafficking”
Climate, culture, and belonging	Goals related to district-wide norms for ensuring a positive climate, culture and/or sense of belonging.	“Dedicated to creating a school environment that is nurturing, safe, and conducive to learning” “Ensure everyone is respected and feels that they are part of an inclusive organization”
Safety	Goals related to ensuring physical safety for students and staff. May include emergency drills and crisis plans.	“Maintain a safe and drug free, sanitary environment to promote campus safety” “Strengthen and amplify specialized assistance, crisis, and emergency support, including procedures and services necessary for crisis and emergency situations”

Code	Definition	Example Excerpts
Student behavior and discipline	Goals related to student behavior outcomes and specific school choices on how to respond to student behavior (e.g. Restorative practices), or schoolwide systems for student behavior (e.g. PBIS positive behavior interventions and supports). May mention suspension (ISS, OSS), expulsion.	“The out of school suspension rate will be reduced by 5%” “Implement a proactive approach to school discipline and safety that promotes a positive school climate and supports equity”
Student voice	Goals related to student empowerment, independence, advocacy, voice, active participation, and leadership. Students leading their own learning.	“Engage youth voice in decision-making and leadership” “Empowers students to take responsibility for their learning by giving them voice”
Bullying prevention	Goals including any mention of the word bullying, can include cyber-bullying, bullying prevention, etc.	“Assist schools with the promotion and implementation of bullying prevention measures” “To support schools with decreasing incidents of bullying district-wide”
Intervention and differentiation	Goals related to addressing the varying academic and behavioral needs of students, commonly through multi-tiered systems of support.	“Create Student Achievement Plan for students who need Tier 2 support” “Strengthen MTSS”
Diversity, equity, and inclusion	Goals related to improving equity and giving attention to historically marginalized student/community identities beyond addressing achievement gaps (which are coded under Academic Achievement and Proficiency).	“Qualified teachers who reflect the diversity of our students” “Utilize a DEI lens to identify and evaluate student and staff school and work experiences”

Code	Definition	Example Excerpts
Reducing achievement gaps	Goal of reducing academic achievement gaps between student subgroups. Any use of the phrase “achievement gap” should be coded here.	“Decrease in achievement gaps among student groups” “Examine various student outcomes disaggregated and analyzed to performance for all identifiable groups of learners, and achievement and performance gaps”
Teacher knowledge, skills, and professional development	Goals related to the knowledge and skills of the district's current teaching workforce; includes professional development efforts to improve knowledge and skills. Excludes hiring.	“Support and provide high-quality professional development opportunities” “Expand professional development to support high-quality culturally responsive instruction for all students”
Teacher hiring and retention	Goals related to hiring and retaining teachers and staff.	"Grow a diverse and healthy pipeline of qualified educators and leaders that will support the strategic goals of the district." "Increase the teacher retention rate"
Teacher salary and working conditions	Goals related to salary, workload, a positive teaching/work environment and conditions for teachers.	“Adopt new salary schedules to maintain the required schedules and be competitive for our areas” “Increase benefits/salary for employees”
Technology	Goals related to access or use of technology	"We will continue to implement technology best practices into teaching, learning and system operations to improve effectiveness and efficiency throughout our district." "Every student should have access to current technology."

Code	Definition	Example Excerpts
Facilities	Goals related to constructing, improving, and maintaining facilities including buildings and transportation.	“Providing the facilities, supplies, and maintenance needed to offer high-quality working space” “Continuous improvement in facilities, resources, and support systems”
Finances and budgeting	Goals related to improving tracking, increasing, and using finances.	“Gathering support for adequate financial investments” “Reviewing budgets to assess fiscal responsibility to fund projects”
Governance and communication within district	Goals related to how the district governs and how they communicate with district employees.	“Clearly define and document roles of admin and support staff” “Continuous improvement in governance and leadership”
Community connection and buy-in	Goals related to drawing in community support for district, advertising to the community, branding, etc. Also includes receiving, using or cultivating partnerships with community resources, businesses, and people.	“Revamp the independent local school advisory council” “Increase substantially student connections to their communities, aggressively reaching out to the public and businesses to make connections for learning and service”
Family communication and involvement	Goals related to communication with families and/or involvement of families in their children’s education or in district decision making. Includes family programming and events.	“Schools will implement the core elements of family engagement” “Parent engagement that is early, transparent, and collaborative”

Code	Definition	Example Excerpts
Providing community and parent resources	Goals related to providing resources to community members and family members (e.g., parent classes, family services, community event space).	“The district will offer classes/courses focusing on parents and community members as the target audience.” “The school district will allow facilities to be used by the community for events/gatherings as approved by local school requirements.”
Community economic development	Goals concerned with improving the economics of the community (rather than just the future economic well-being of students).	“Encourage faculty and staff to shop locally through district and building level promotions.” “Increase contracting with minority-owned and women-owned businesses to build wealth within the communities we serve.”
Preserving local language and culture	Goals related to preserving cultural or linguistic aspects of the surrounding community.	“Collaborate with community partners to foster the revitalization of Tlingit language”

Computational Topic Modeling

We treat topic modeling – here, implemented using LDA – as a complementary approach to qualitative coding. LDA is a semi-automated, inductive approach to discovering “hidden thematic structure in large collections of documents” (DiMaggio et al., 2013, p. 577). The thematic structures are operationalized as “topics”: groups of words that tend to co-occur together (DiMaggio et al., 2013). LDA is applied to a corpus (set of documents) represented as a document-term matrix: where each row is a document, each column is a term (either a word or a phrase), and the values are the frequency of those terms within the document. LDA results in two key outputs: the probability of each term being used when a topic is invoked and the prevalence of each topic within each document. The former is used to understand the meaning of those topics (Chang et al., 2009). For example, one topic has high probability terms including *curriculum*, *data*, *instruction*, *standards*, and *assessments*. Using these terms, we interpret the topic as Curriculum and Assessments. Because LDA outputs vary with corpus representation and the number of topics, and because automated fit statistics do not frequently correlate with human interpretability (Chang et al., 2009), we chose our final model specification (where a specification here refers to a specific combination of text pre-processing decisions and number of topics) based on human ratings of model quality of over 100 potential specifications, iteratively narrowing settings.

Selecting the LDA Model Specification

First, we generated a grid of 1,920 potential model specifications varying 1) phrase identification (none, identified via statistical detection, or identified using a hand-curated list of domain-specific phrases); 2) whether words were reduced to their root (no lemmatization, lemmatization); 3) the minimum document frequency for term inclusion (1, 5, or 20 documents);

4) the maximum document proportion for term inclusion (proportions of 0.5, 0.7, 0.9, or 1.0); 5) whether and how finely to split plans into smaller segments treated as separate rows in the document-term matrix (no segmenting, or segments of 100, 150, or 200 words); and 6) the number of topics (10, 20, 30, 40, or 50). In all specifications, we removed capitalization, stop words, URLs, numbers, single letters, and month names.

We drew a simple random sample of 75 specifications from this larger grid. For each of these 75 specifications, we preprocessed the corpus according to the settings and estimated an LDA model using *gensim* (Řehůřek & Sojka, 2010). Then, using a development sample of 10 district strategic plans, we evaluated how well each model specification represented the content of the plans, answering, “To what extent does this topic accurately describe the content of the document”? with a rating from 1 to 5. We focused our ratings on the five topics from each specification which were most distinct to the document – with a high prevalence within the document relative to other documents – identified with a weighting scheme that adjusted topic prevalence using a topic-frequency, inverse corpus-frequency weighting approach (analogous to tf-idf; Sparck Jones, 1972).

We used model ratings to identify both a good working specification (with the highest ratings) and to identify the setting types (e.g., number of topics, how phrases are handled, etc.) which most correlate with rating quality. We hypothesized that the relationship between settings and model ratings is interactive; for example, the appropriate document prevalence setting might depend on the segmenting procedure. Thus, we determined settings one at a time in an iterative approach. The magnitude of correlations between setting type and model quality ratings was used to determine the order in which we iteratively determined the best settings. The greatest predictors

of topic ratings were, in order: segment size, number of topics, maximum term frequency, phrase handling, minimum term frequency, and finally lemmatization.

Given this, in the first round of setting determination, we set segment size to 150 words (the best setting of the most influential setting type), varied the number of topics (the second most influential setting type), and set all other settings to the working specification. We varied the number of topics from 15 to 25 in increments of one, estimating a separate LDA model for each. Each model was again rated with the 23-topic specification resulting in the highest quality topics.

Having now determined the segment size and number of topics, we continued to iteratively determine the remaining settings, including the maximum term frequency (given the set segments and number of topics), then n-grams (given the set segments, number of topics, and maximum term frequency), minimum term frequency (again, given previous settings), and lemmatization. The final specification consisted of 23 topics applied to a corpus segmented into 150-word segments, with terms dropped if they appeared in fewer than 10 plans or in more than 40% of segments, and with multi-word phrases identified via a hand-created list. This is the specification applied to the full corpus of strategic plans.

Topic Interpretation and Topic Prevalence

To interpret and label the topics, we reviewed each topics' highest-probability terms and highest prevalence segments (the top decile). We determined the final label within a consensus meeting. Of the 23 topics, we categorized three as uninterpretable (due to terms that are too general and/or incoherent), eight as procedural (i.e., referring to the process of strategic planning), and 12 as relating to district goals. Due to substantial overlap in meaning across key terms across some topics, we merged four topics into two – two concerning Academic

Achievement and two concerning Families and Communities – resulting in 10 topics for analysis. For each merged pair, we summed the underlying topic-prevalence scores but display the high probability terms for each of the sub-topics in Table 2 of the main manuscript.

We applied the model to the full corpus, estimating the topic prevalence within each segment; this is the estimated proportion of that 150-word segment generated by the topic. We then aggregated those values to the document-level by averaging topic prevalence scores across all segments within each strategic plan. To avoid penalizing districts that devoted more space to procedural content, we normalized prevalence scores to be proportions of goal-oriented content by dividing a goal-oriented topic's prevalence by the sum of all goal-oriented topic prevalence scores within that district. After normalization, a district's score for a topic is the estimated proportion of its goal-oriented content devoted to that topic. A score of 0.12 for, say, *Academic Achievement* means that 12% of the plan's goal-focused content concerns that topic.

Variation by District Characteristics

To examine the relationship between topic prevalence and district characteristics, we estimated ordinary least squares (OLS) regressions of the form:

$$Y_i = \beta_0 + \beta_X X_i + \beta_P PlanChars_i + \gamma + \varepsilon_i,$$

where Y_i is the topic prevalence score of interest and X_i is one of four vectors of subgroup indicators: 1) urban, suburban, town, and rural districts; 2) Northeastern, Midwest, West, and Southern districts; 3) quartiles for the percentage of Black and Hispanic students, and 4) quartiles for 2020 Republican vote share in the presidential election. ***PlanChars_i*** is a vector of controls for plan characteristics, including whether the plan appears to be in a standardized format and whether it is designated as an improvement plan (either of which may signal state requirements to emphasize certain topics such as student achievement), as well as the word count. Here,

controlling for word count allows us to compare the relative emphasis of distinct topics within strategic plans that are of a similar length. γ is a vector of state fixed effects controlling for variation due to state requirements (excluded in models examining regional differences).

In Figure 1 of the main manuscript, we present average topic prevalence for a reference group (urban, Northeastern, lowest quartile of Black and Hispanic students, or lowest quartile of Republican voters) and present the difference for one comparison group (rural, Southern, Q4 Black/Hispanic, and Q4 Republican). Appendix C displays results for the remaining two categories (Q2 and Q3). Coefficients in Tables C2-C5 are differences in average topic prevalence between district groups, holding constant state fixed effects, plan type, and plan length. For example, a coefficient of 0.03 on Rural in Table C2 indicates that rural districts devote 3 percentage points more of their goal-oriented text to that topic than urban districts in the same state with comparable plans.

Because for each characteristic we estimate 10 models (one for each topic), in determining statistical significance, we control the false discovery rate using the Benjamini-Hochberg procedure: Each p-value is ranked, $i, \dots, m$, smallest to largest, where m is the total number of tests within a characteristic (thus, $m = 10$). Then, we calculate $\frac{i}{m} q$, where q is the false discovery rate (here, 0.05) and identify k , the maximum rank where the p-value is less than $\frac{i}{m} q$. All tests where $i \leq k$ are determined to be statistically significant (Chen et al., 2017). Equivalently, we report Benjamini-Hochberg adjusted p-values, defined as the smallest false discovery rate at which the test would be declared significant. Tables in Appendix C report both unadjusted and adjusted p-values while Figure 1 in the main manuscript reports Benjamini-Hochberg statistical significance via filled circles. Compared to the Bonferroni correction, the Benjamini-Hochberg procedure results in greater statistical power (Thissen et al., 2002).

Appendix C

Extended Results

Student Subgroups Identified in Qualitative Sample

To explore how districts consider student subgroups within strategic plans, we code for the explicit mention of particular groups. Here, we exclude any mention of subgroups provided only as part of contextual information about the district (e.g., subgroups mentioned when describing district demographics), focusing on goals associated with student subgroups. We also exclude legal non-discrimination statements when they are included in plans.

Table C1

Student Subgroups Mentioned in Qualitative Sample

Subgroup	Number	Proportion
Special Education, Students with Disabilities, and IEPs	42	0.39
ELL and Linguistic Minorities	27	0.25
Race, includes Black, Hispanic, Native, and non-specified	20	0.19
Gifted and Talented	19	0.18
Economically disadvantaged students	18	0.17
At-Risk	17	0.16
Alternative and homebound schooling	12	0.11
Dyslexia	6	0.06
Homelessness	6	0.06
Males	4	0.04
Mobile and migrant students	3	0.03
Foster care	1	0.01

Note. N = 108.

Variation in Topic Prevalence by District Characteristics

Tables C2 to C5 display differences in topic prevalence by district subgroups defined by urbanicity, region, student racial demographics, and community political leaning.

Full Regression Results Predicting Topic Prevalence

Table C2

Topic Prevalence by District Urbanicity

Topic	Urban Mean	Suburb	Town	Rural	Unadjusted P-value	Adjusted P-value
Culture and climate	0.22	-0.01 (0.02)	-0.02 (0.02)	-0.01 (0.02)	0.84	0.97
Families and community	0.17	0.03 (0.01)	0.04 (0.01)	0.03 (0.01)	0.05*	0.12
Academic achievement	0.11	0.00 (0.01)	-0.01 (0.01)	0.00 (0.01)	0.85	0.97
Teacher professional development	0.09	0.01 (0.01)	-0.00 (0.01)	0.01 (0.01)	0.66	0.97
Academics, college and career	0.09	-0.00 (0.01)	-0.01 (0.01)	-0.00 (0.01)	0.60	0.97
Diversity, equity, and inclusion	0.12	-0.05 (0.01)	-0.07 (0.01)	-0.07 (0.01)	0.00***	0.00***
Recruitment and retention	0.06	0.00 (0.01)	0.00 (0.01)	0.00 (0.01)	0.97	0.97
Curriculum and assessment	0.04	0.02 (0.01)	0.04 (0.01)	0.02 (0.01)	0.00***	0.00**
Attendance, behavior, and mental health	0.04	0.01 (0.01)	0.02 (0.01)	0.02 (0.01)	0.02*	0.08
21st Century skills and technology	0.05	0.00 (0.01)	0.01 (0.01)	-0.00 (0.01)	0.88	0.97
N	173	170	138	143		

Note. The Mean column reports the mean topic prevalence among urban districts. Values in the Suburb, Town, and Rural columns are estimated differences from urban districts after controls. Standard errors are in parentheses. Unadjusted p-values are from a joint F-test of differences by urbanicity. Adjusted p-values apply the Benjamini-Hochberg correction across the 10 topic models. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C3*Topic Prevalence by District Geography*

Topic	Northeast Mean	Midwest	West	South	Unadjusted P-value	Adjusted P-value
Culture and climate	0.17	0.05 (0.02)	0.04 (0.02)	0.01 (0.02)	0.03*	0.05*
Families and community	0.16	0.04 (0.02)	0.02 (0.02)	0.02 (0.01)	0.08	0.11
Academic achievement	0.11	0.01 (0.01)	0.04 (0.02)	0.05 (0.01)	0.00**	0.00**
Teacher professional development	0.11	-0.04 (0.01)	-0.03 (0.01)	-0.03 (0.01)	0.00**	0.00**
Academics, college and career	0.08	0.01 (0.01)	0.01 (0.01)	0.01 (0.01)	0.40	0.40
Diversity, equity, and inclusion	0.08	-0.03 (0.01)	-0.00 (0.01)	-0.03 (0.01)	0.02*	0.03*
Recruitment and retention	0.04	0.02 (0.01)	-0.00 (0.01)	0.04 (0.01)	0.00***	0.00***
Curriculum and assessment	0.13	-0.05 (0.01)	-0.06 (0.01)	-0.05 (0.01)	0.00***	0.00***
Attendance, behavior, and mental health	0.06	-0.01 (0.01)	-0.00 (0.01)	0.01 (0.01)	0.37	0.40
21st Century skills and technology	0.06	-0.01 (0.01)	-0.01 (0.01)	-0.02 (0.01)	0.14	0.17
N	136	151	117	220		

Note. The Mean column reports the mean topic prevalence among Northeastern districts. Values in the Midwest, West, and South columns are estimated differences from Northeastern districts after controls. Standard errors are in parentheses. Unadjusted p-values are from a joint F-test of differences by region. Adjusted p-values apply the Benjamini-Hochberg correction across the 10 topic models. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C4*Topic Prevalence by Student Demographics*

Topic	Q1 Mean	Q2	Q3	Q4	Unadjusted P-value	Adjusted P-value
Culture and climate	0.20	0.00 (0.02)	0.00 (0.02)	-0.02 (0.02)	0.61	0.77
Families and community	0.20	-0.01 (0.02)	-0.02 (0.02)	-0.03 (0.02)	0.30	0.43
Academic achievement	0.12	0.00 (0.01)	0.00 (0.02)	0.01 (0.02)	0.98	0.98
Teacher professional development	0.08	0.02 (0.01)	0.02 (0.01)	0.01 (0.01)	0.12	0.30
Academics, college and career	0.09	-0.01 (0.01)	-0.01 (0.01)	0.01 (0.01)	0.02*	0.10
Diversity, equity, and inclusion	0.04	0.02 (0.01)	0.03 (0.01)	0.08 (0.01)	0.00***	0.00***
Recruitment and retention	0.06	0.00 (0.01)	0.01 (0.01)	0.01 (0.01)	0.73	0.81
Curriculum and assessment	0.10	-0.02 (0.01)	-0.02 (0.01)	-0.03 (0.01)	0.10	0.30
Attendance, behavior, and mental health	0.06	0.01 (0.01)	0.00 (0.01)	-0.00 (0.01)	0.28	0.43
21st Century skills and technology	0.06	-0.01 (0.01)	-0.02 (0.01)	-0.02 (0.01)	0.16	0.31
N	141	153	166	164		

Note. The Mean column reports the mean topic prevalence among the lowest quartile districts. Values in the Q2, Q3, and Q4 columns are estimated differences from Q1 districts after controls. Standard errors are in parentheses. Unadjusted p-values are from a joint F-test of differences by quartile. Adjusted p-values apply the Benjamini-Hochberg correction across the 10 topic models. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C5*Topic Prevalence by Political Affiliation of Surrounding Community*

Topic	Q1 Mean	Q2	Q3	Q4	Unadjusted P-value	Adjusted P-value
Culture and climate	0.22	0.00 (0.02)	-0.01 (0.02)	-0.00 (0.02)	0.91	0.91
Families and community	0.18	0.02 (0.01)	0.04 (0.01)	0.02 (0.02)	0.13	0.29
Academic achievement	0.09	0.01 (0.01)	0.03 (0.01)	0.01 (0.02)	0.15	0.29
Teacher professional development	0.10	-0.01 (0.01)	-0.01 (0.01)	-0.01 (0.01)	0.76	0.91
Academics, college and career	0.08	-0.00 (0.01)	-0.00 (0.01)	-0.01 (0.01)	0.88	0.91
Diversity, equity, and inclusion	0.14	-0.06 (0.01)	-0.08 (0.01)	-0.09 (0.01)	0.00***	0.00***
Recruitment and retention	0.06	-0.01 (0.01)	0.00 (0.01)	0.00 (0.01)	0.66	0.91
Curriculum and assessment	0.04	0.02 (0.01)	0.01 (0.01)	0.04 (0.01)	0.00**	0.01**
Attendance, behavior, and mental health	0.04	0.01 (0.01)	0.01 (0.01)	0.02 (0.01)	0.01*	0.04*
21st Century skills and technology	0.04	0.02 (0.01)	0.01 (0.01)	0.01 (0.01)	0.28	0.47
N	176	150	150	148		

Note. The Mean column reports the mean topic prevalence among the lowest quartile districts. Values in the Q2, Q3, and Q4 columns are estimated differences from Q1 districts after controls. Standard errors are in parentheses. Unadjusted p-values are from a joint F-test of differences by quartile. Adjusted p-values apply the Benjamini-Hochberg correction across the 10 topic models. * $p < .05$. ** $p < .01$. *** $p < .001$.