Curriculum Equity Initiative
Driven by the Vision

**High Quality, Rigorous Instruction**
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

**Talented and Empowered Educators**
Talented teachers and administrators are a catalyst for student learning.

**Safety & Support**
Safe and supportive schools create an environment for successful learning.

**Financial Stability**
A student-first budget builds a stronger financial future.

**Collective Impact**
Strong partnerships, with trust earned through transparent engagement, allow Chicago’s collective expertise to best support student success.
Challenge: Equity - Elementary Grades

NWEA Math Attainment by Student Race over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY2014</td>
<td>36.0%</td>
<td>28.6%</td>
<td>1.6%</td>
<td>-12.2%</td>
</tr>
<tr>
<td>SY2015</td>
<td>33.0%</td>
<td>27.0%</td>
<td>1.7%</td>
<td>-12.0%</td>
</tr>
<tr>
<td>SY2016</td>
<td>32.0%</td>
<td>26.0%</td>
<td>1.1%</td>
<td>-11.7%</td>
</tr>
<tr>
<td>SY2017</td>
<td>31.8%</td>
<td>25.8%</td>
<td>1.7%</td>
<td>-12.4%</td>
</tr>
<tr>
<td>SY2018</td>
<td>33.1%</td>
<td>25.7%</td>
<td>2.2%</td>
<td>-13.3%</td>
</tr>
</tbody>
</table>
Challenge: Equity - Elementary Grades

NWEA Reading Attainment by Student Race over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY2014</td>
<td>-9.6%</td>
<td>-8.6%</td>
<td>-8.3%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>SY2015</td>
<td>-9.6%</td>
<td>-8.6%</td>
<td>-8.3%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>SY2016</td>
<td>-9.6%</td>
<td>-8.6%</td>
<td>-8.3%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>SY2017</td>
<td>-9.6%</td>
<td>-8.6%</td>
<td>-8.3%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>SY2018</td>
<td>-9.6%</td>
<td>-8.6%</td>
<td>-8.3%</td>
<td>-9.5%</td>
</tr>
</tbody>
</table>

Legend:
- Asian
- White
- Hispanic
- Black
Challenge: Equity - High School

Percent Meeting Combined College Readiness Benchmark
by Grade, by Race

<table>
<thead>
<tr>
<th></th>
<th>PSAT 9</th>
<th>PSAT 10</th>
<th>SAT 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>81.4%</td>
<td>79.7%</td>
<td>73.9%</td>
</tr>
<tr>
<td>White</td>
<td>81.6%</td>
<td>79.7%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51.3% (District: 47.7%)</td>
<td>48.7% (District: 46.6%)</td>
<td>40.7% (District: 38.2%)</td>
</tr>
<tr>
<td>Black</td>
<td>29.8%</td>
<td>30.2%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>
## Challenge: Equity - High School

### PSAT/SAT Attainment Measure: Students Meeting Combined College Readiness Benchmark

<table>
<thead>
<tr>
<th>Test-Grade</th>
<th>College Readiness Benchmark (Composite Score: EBRW + Math)</th>
<th>N Test Takers</th>
<th>N Meeting Combined Benchmark</th>
<th>% Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT9</td>
<td>860 (410 + 450)</td>
<td>24,799</td>
<td>11,124</td>
<td>44.9%</td>
</tr>
<tr>
<td>PSAT10</td>
<td>910 (430 + 480)</td>
<td>22,774</td>
<td>10,051</td>
<td>44.1%</td>
</tr>
<tr>
<td>SAT</td>
<td>1010 (480 + 530)</td>
<td>24,639</td>
<td>8,632</td>
<td>35.0%</td>
</tr>
<tr>
<td>Combined</td>
<td>72,212</td>
<td>29,807</td>
<td></td>
<td>41.3%</td>
</tr>
</tbody>
</table>

**Note:** College Board defines its College Readiness Benchmarks as the scale score which correlates to a student having a 75% chance of earning at least a C in a first-semester credit-bearing college course of the same subject.
Transforming the Instructional Core

“There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teacher brings to the instructional process. The second is to increase the level and complexity of the content that the students are asked to learn. And the third is to change the role of the student in the instructional process.”

– Richard F. Elmore

Current Challenges

1. Equity: Inconsistent Access
2. Time/Administrative Burden
3. Quality of Online Resources
4. Disconnect between professional learning and instructional materials
Does your school currently have curriculum in the area that you teach?

- Yes: 53.8%
- No: 46.2%
Challenge: Equity/Lasting Impact

Lower Ed

The number of undergraduate students taking high-school-level courses has risen dramatically in the past decade, and they are using an increasing share of their college financial aid before they log any college credits.

- 40 percent of students take at least 1 remedial class in college.
- $1.5 billion spent annually on remedial courses.
- 1 in 4 students spend an average of $3,000 extra to earn their degrees.
- First time bachelor degree seeking students taking a remedial class are 74 percent more likely to drop out.

Pell grants awarded to undergraduate students taking at least one remedial course*

<table>
<thead>
<tr>
<th>Year</th>
<th>Pell Grants Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$4.60 billion</td>
</tr>
<tr>
<td>1999-00</td>
<td>0.96</td>
</tr>
</tbody>
</table>

Undergraduate students taking at least one remedial education course

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$2.7 billion</td>
</tr>
<tr>
<td>1999-00</td>
<td>1.04</td>
</tr>
</tbody>
</table>

*In 2014 dollars  
Source: Education Department  
The Wall Street Journal

Challenges: Time

Teachers reported spending **7+ hours per week** or **250 hours per year** developing or selecting instructional materials.

What percent of instructional materials did teachers say they typically create or find on their own?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>Nearly None</td>
</tr>
<tr>
<td>26%</td>
<td>Some</td>
</tr>
<tr>
<td>24%</td>
<td>About Half</td>
</tr>
<tr>
<td>32%</td>
<td>Most</td>
</tr>
<tr>
<td>12%</td>
<td>Nearly All</td>
</tr>
<tr>
<td>43%</td>
<td>District or State Provided</td>
</tr>
<tr>
<td>57%</td>
<td>Teacher Created or Selected</td>
</tr>
</tbody>
</table>

Challenge: Time (CPS Teachers)

How much time do you spend searching for instructional resources per week?

- 2-5 hours: 43.4%
- More than 7 hours: 15.2%
- 5-7 hours: 20.4%
- 0-2 hours: 21.0%
Challenge: Quality

Elementary teachers are heading online to supplement or piece together curriculum.

94% Google
87% Pinterest
79% TeachersPayTeachers
39% EngageNY  (Note: This is the only vetted resource in this list.)

Sources: TNTP The Opportunity Myth; RAND Corporation as reported in http://blogs.edweek.org/edweek/curriculum/2016/04/common_core_curricula_teacher_materials.html
Challenge: Quality (CPS Teachers)
Challenge: Quality

Quality resources are one of the top five funding priorities identified by teachers.

- Additional high-quality staff to reduce student-to-teacher ratio: 55%
- High-quality instructional materials and textbooks (net): 55%
- Technology devices and digital resources in school: 47%
- Higher salaries: 47%
- Academic or social-emotional intervention initiatives and programs: 46%

Only 18% of teachers nationwide strongly agree that their materials are aligned to the standards.

Sources: Scholastic: Teacher and Principal School Report (2016); J. Zubrycki. “Common Core Materials Hard to Find, Poll Says.” (Education Week, Jan 11, 2017, v36, issue 17, pg 1,8).
“Professional learning cannot live up to its potential unless it’s rooted in the content teachers teach in their classrooms......relevant professional learning using instructional materials should focus in the first instance on making sure the instructional materials reflect the full aspiration of college and career readiness. It’s the professional learning equivalent of ‘you are what you eat.’”

– Pimentel and Wiener, Practice What you Teach, Aspen Institute, 2017
Curriculum Equity Initiative
Custom Chicago Curriculum

All curriculum content designed for Chicago Public Schools, including assessments, must be free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latinx, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth. (RFP Excerpt)
What is included in the Curriculum?

1. Scope and Sequence
2. Units of Study
3. Lessons
4. Mini-Lessons/Learning Activities
5. Curriculum Map with Pacing Guide
6. Unit Overview
7. Unit Plan
8. Teacher Facilitation Guide
9. Course Overview of Instructional Routines
10. Formative, Lesson-level Assessments
11. Summative Unit Assessments
12. Interim Assessments
13. Assessment Item Banks

English/Language Arts
Mathematics
Science
Social Science
World Language (Spanish, French)
A library of individual, standards-aligned digital resources will be released in September 2019.

Units will be released in alignment with the Scope and Sequence.

Target Completion Date: July, 2021
### Annual Cost Estimate

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>$45,000,000</td>
<td>(Annual Target)</td>
</tr>
<tr>
<td>4-6</td>
<td>$20,000,000</td>
<td>(Annual Target)</td>
</tr>
</tbody>
</table>

### Contract Categories:
1. Curriculum Development
2. Professional Learning
3. Project Management
4. Licensing
5. Translation
6. Support/Maintenance