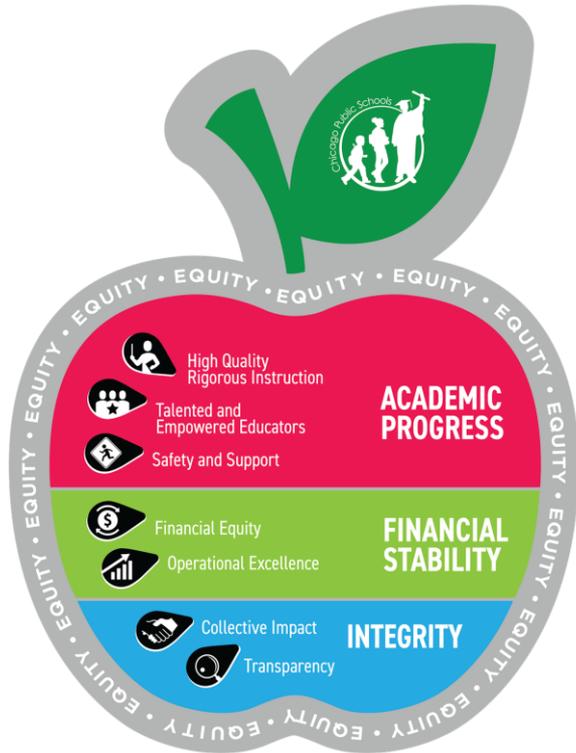


Curriculum Equity Initiative



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

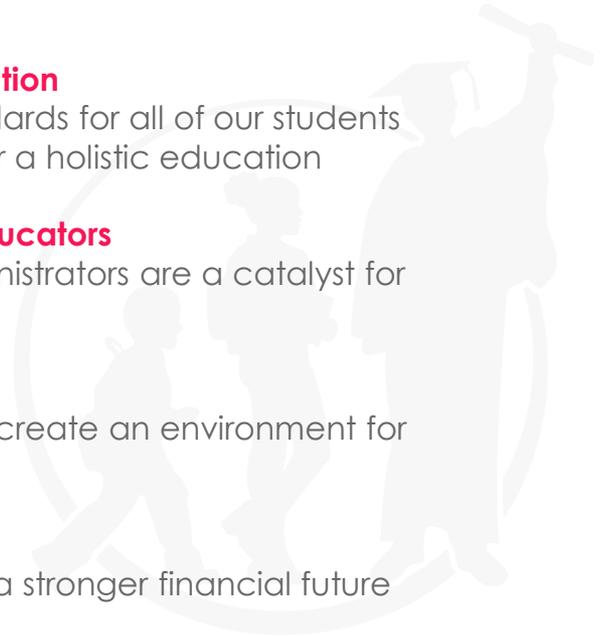
Safe and supportive schools create an environment for successful learning

Financial Stability

A student-first budget builds a stronger financial future

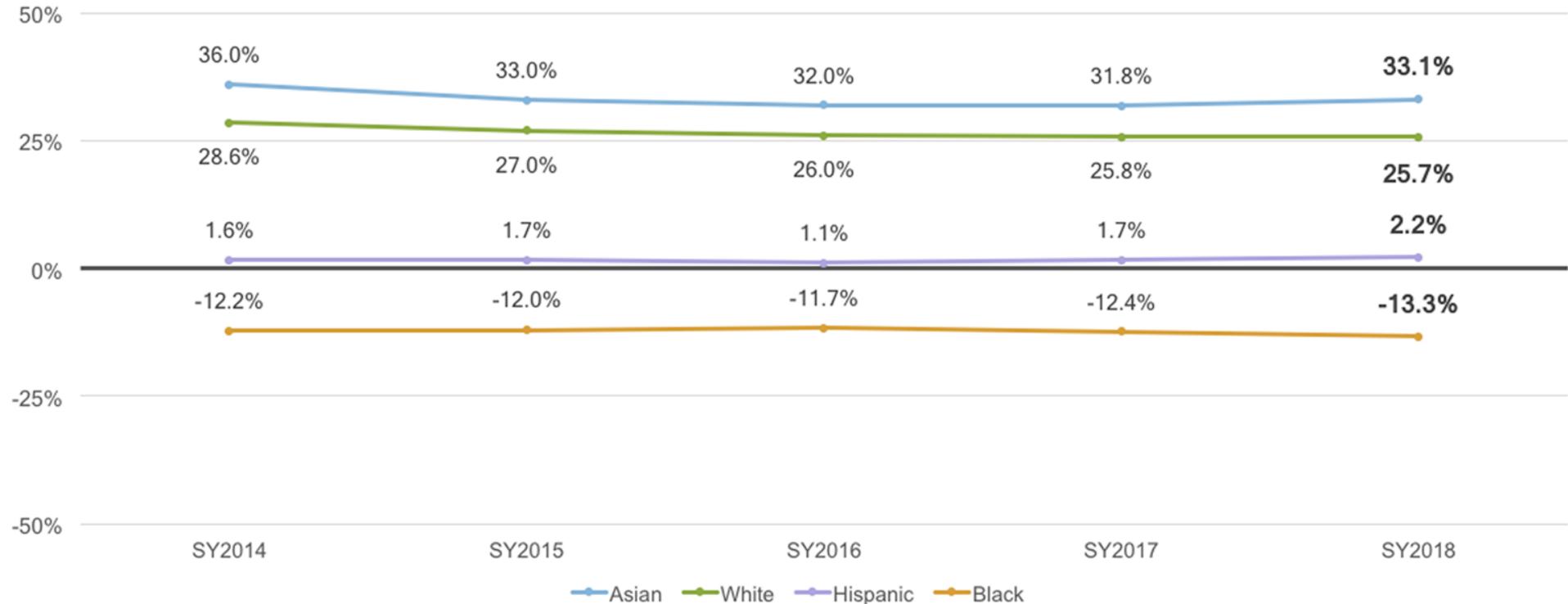
Collective Impact

Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success



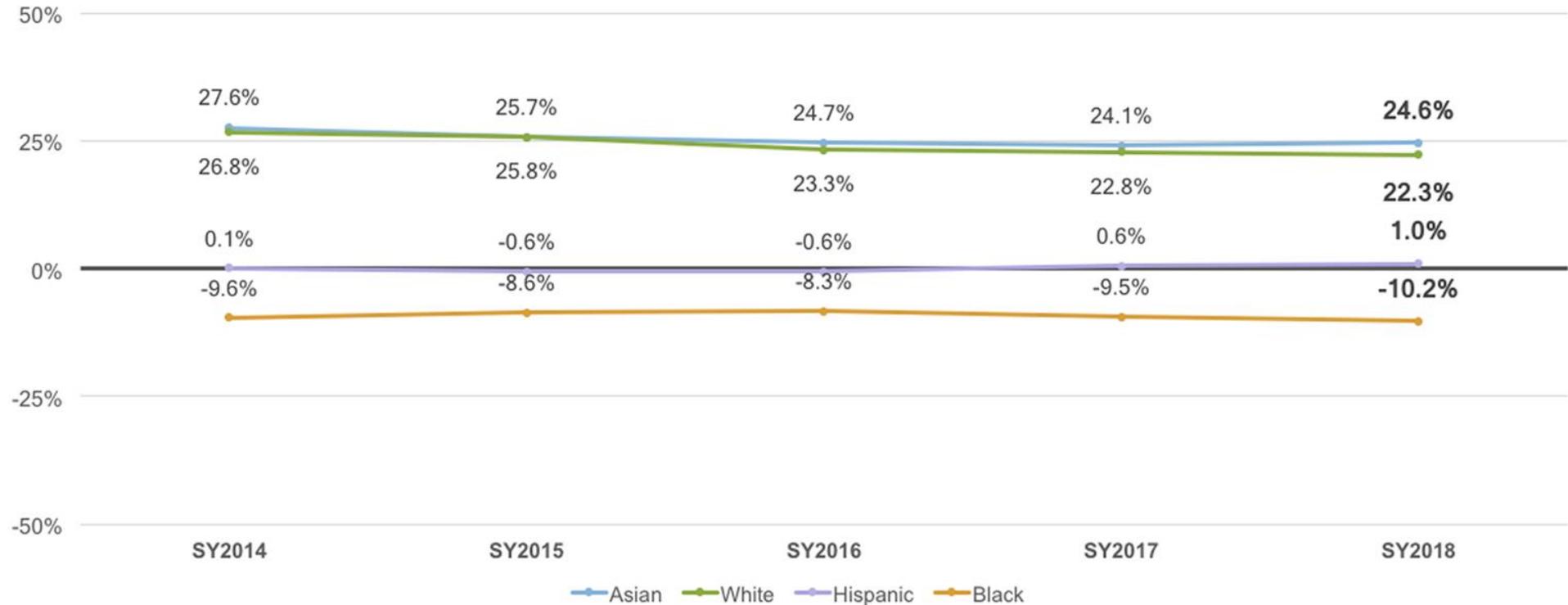
Challenge: Equity - Elementary Grades

NWEA Math Attainment by Student Race over Time



Challenge: Equity - Elementary Grades

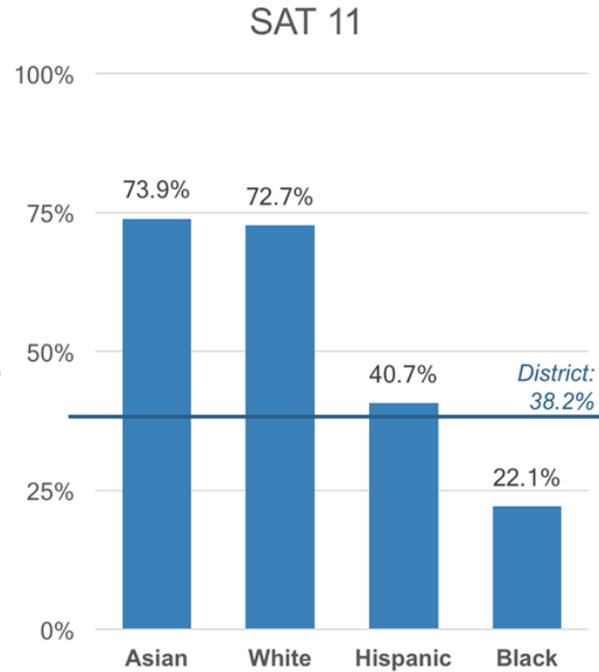
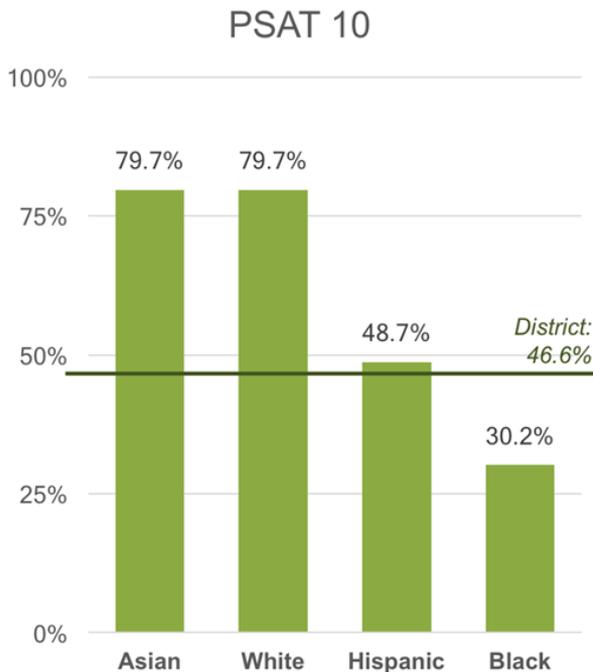
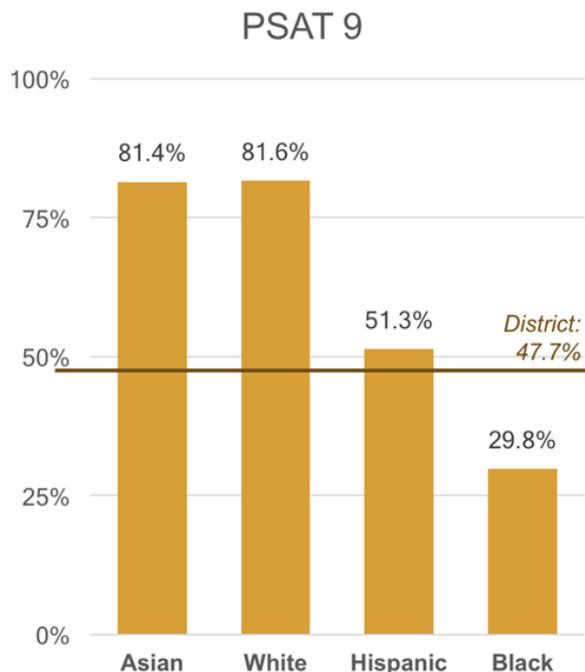
NWEA Reading Attainment by Student Race over Time



Challenge: Equity - High School

Percent Meeting Combined College Readiness Benchmark

by Grade, by Race



Challenge: Equity - High School

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



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

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

Elmore, R. E. (2009). *Improving the instructional core*. In *Instructional rounds in education: A network approach to improving teaching and learning*, ed. E. U. City, R. Elmore, S. Fiarman, and L. Teite. Cambridge, MA: Harvard Education Press.

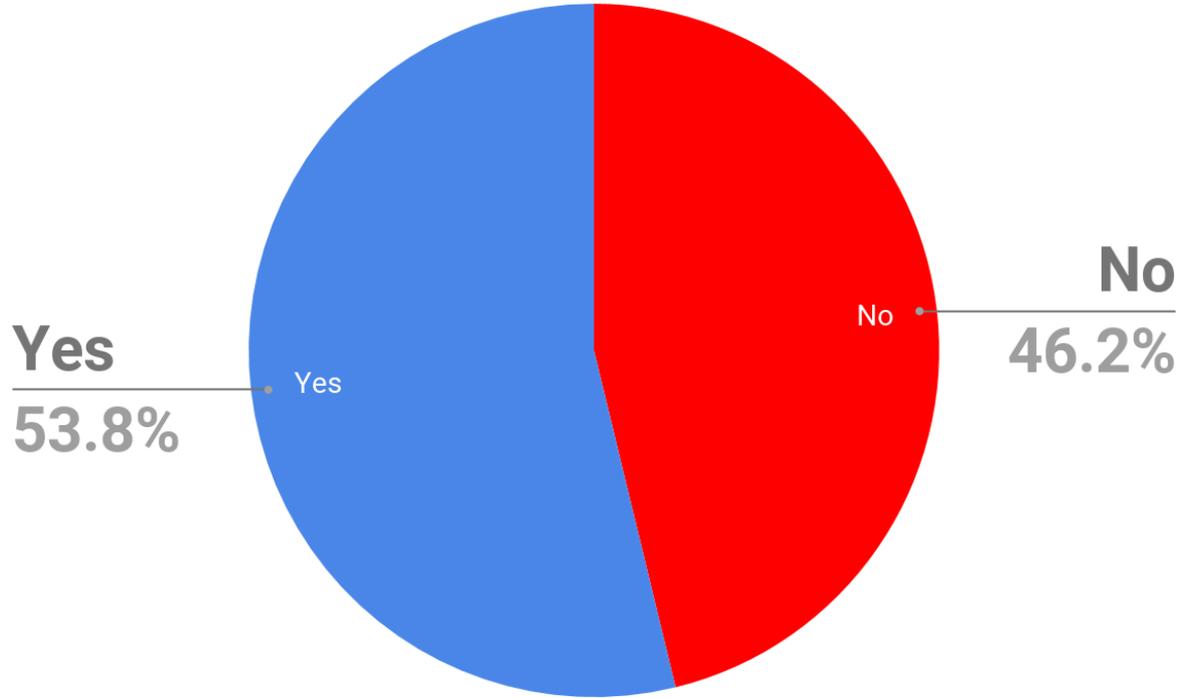
Current Challenges

1. Equity: Inconsistent Access
2. Time/Administrative Burden
3. Quality of Online Resources
4. Disconnect between professional learning and instructional materials



Challenge: Equity (CPS Teachers)

Does your school currently have curriculum in the area that you teach?



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.

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

2011-12

\$4.60 billion

1999-00

0.96

Undergraduate students taking at least one remedial education course

2011-12

\$2.7 billion

1999-00

1.04

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

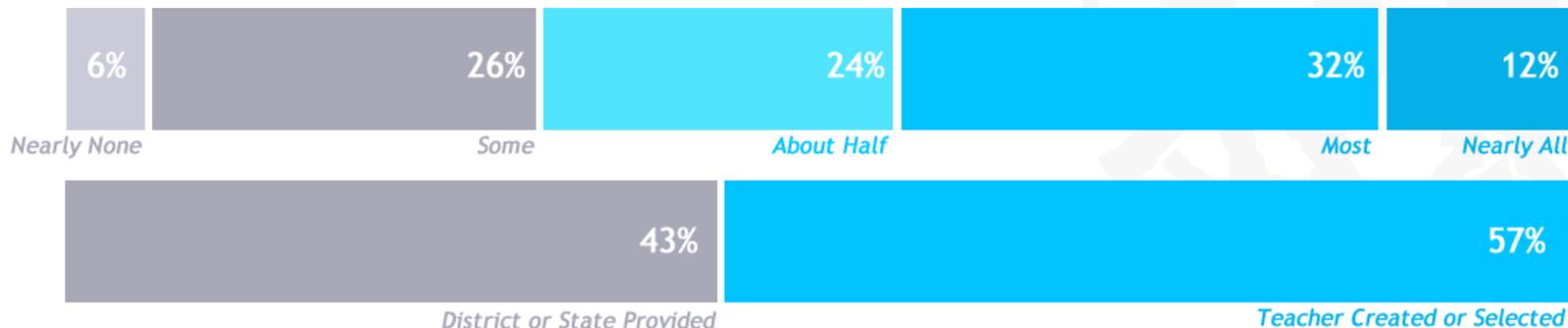
- 40 percent of students take at least 1 remedial class in college.
- \$1.5 billion spent annually on remedial courses.
- 1 in 4 students spend an average of \$3,000 extra to earn their degrees.
- First time bachelor degree seeking students taking a remedial class are 74 percent more likely to drop out.

Sources: Mitchell, J. WSJ, Nov 17, 2014; Chen, NCES 2016-405 and Barry M.N. and Dannenberg M., 2016 as cited in The Opportunity Myth, TNTP, 2018.

Challenge: Time

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

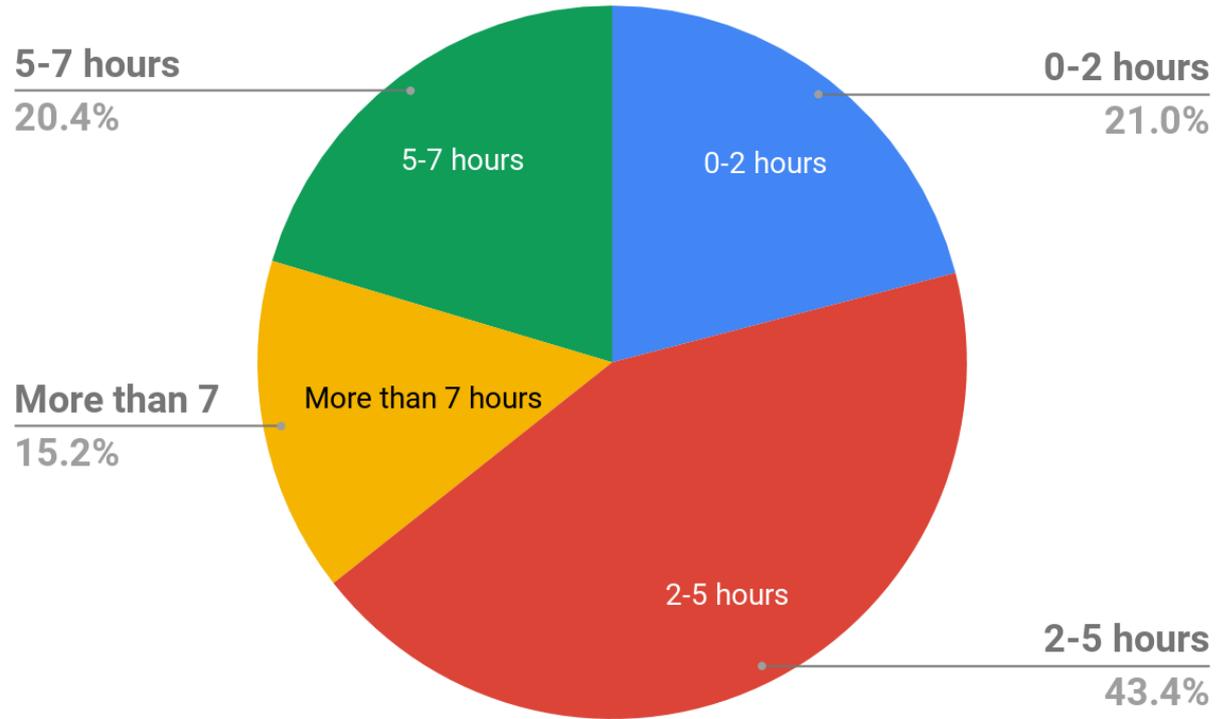
What percent of instructional materials did teachers say they typically create or find on their own?



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: Time (CPS Teachers)

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



Challenge: Quality

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



94% Google



87% Pinterest



79% TeachersPayTeachers

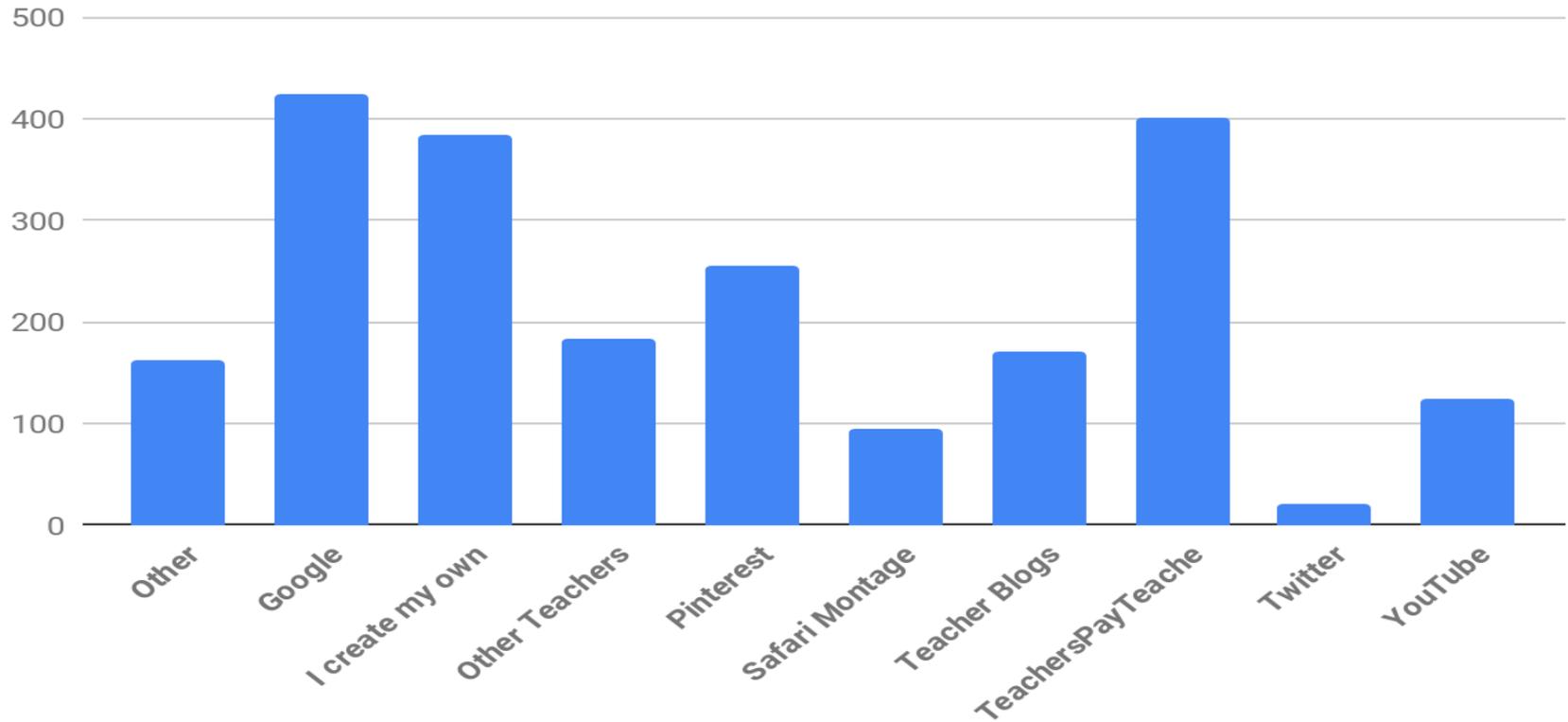


39% EngageNY *(Note: This is the only vetted resource in this list.)*



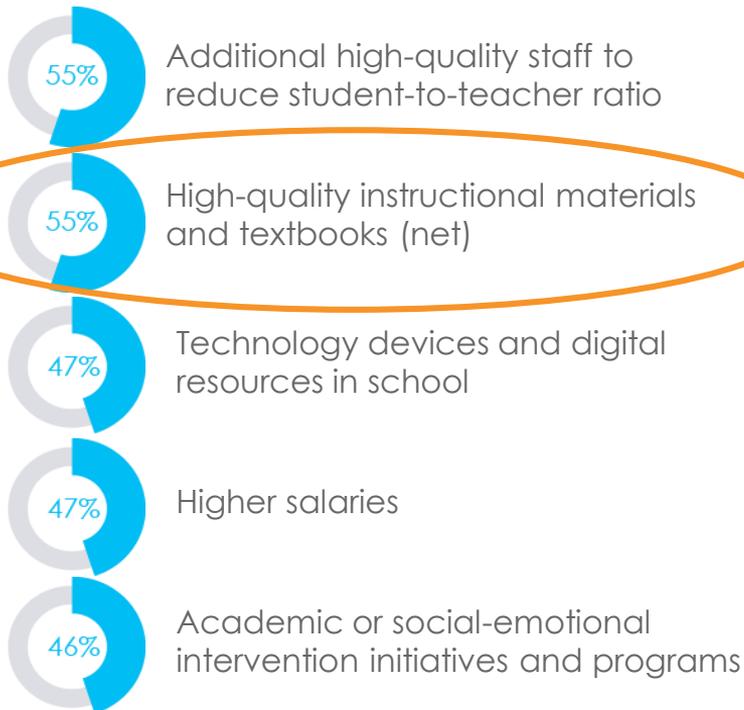
Sources: TNTP The Opportunity Myth; RAND Corporation as reported in http://blogs.edweek.org/edweek/curriculum/2016/04/common_core_curricula_teacher_materials.html

Challenge: Quality (CPS Teachers)



Challenge: Quality

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



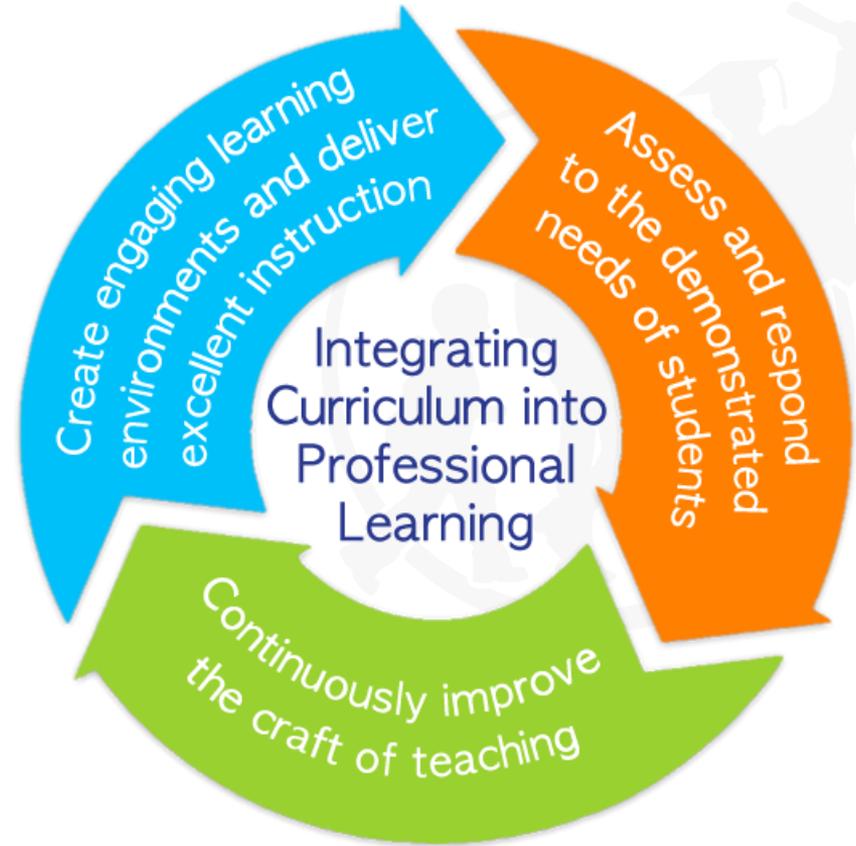
Only 18% of teachers nationwide strongly agree that their materials are aligned to the standards.

Sources: Scholastic: Teacher and Principal School Report (2016); J. Zubrzycki. "Common Core Materials Hard to Find, Poll Says." (Education Week, Jan 11, 2017, v36, issue 17, pg 1,8).

Challenge: Disconnect with Professional Learning

“**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.’”

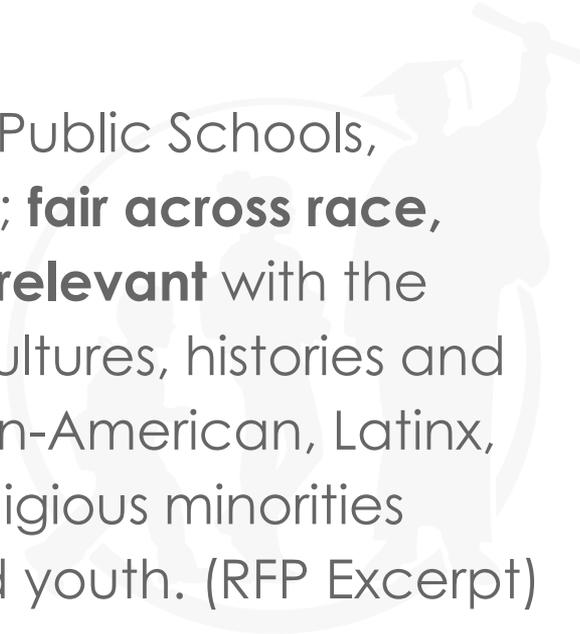
– Pimentel and Wiener, *Practice What you Teach*, Aspen Institute, 2017



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

A large, light gray silhouette graphic in the background shows three children on the left and a graduate on the right holding a diploma, all within a circular frame.

English/Language Arts
Mathematics
Science
Social Science
World Language (Spanish, French)

Curriculum Release Schedule

January, 2020

Release #1

A library of individual, standards-aligned digital resources will be released in September 2019.

April, 2020

Release #2

July, 2020

Release #3

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

October, 2020

Release #4

February, 2021

Release #5

June, 2021

Release #6

December, 2021

Alignment

**Target Completion Date:
July, 2021**

Annual Cost Estimate

Years 1 - 3	\$45,000,000 (Annual Target)
Years 4 - 6	\$20,000,000 (Annual Target)

Contract Categories:

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



