

VOICES FROM THE CLASSROOM

— 2023 —

CONTENT REPORT CARD



Our students, their needs, and the world they live and learn in have changed rapidly in the past few decades, and even in the past few pandemic-impacted years. The internet, social media, virtual learning, and, on the horizon, artificial intelligence have altered—or will alter—every aspect of K-12 education, and the students served by our K-12 system have diversified dramatically.

Teachers report that they do not have the materials or structures they need to keep pace with this evolving environment. For example, only one-third of teachers report that they have the curricular materials needed for effective instruction, that they have received training to effectively implement their materials, or that they receive aligned formative assessments.

Teachers can't be successful in the same outdated system they've worked in for decades. **States and districts must implement the evidence-based materials and practices that teachers are calling for.** The following checklist assesses to what extent each of E4E's chapter districts and states already have externally facing policies or practices that do this. However, it does not assess *implementation* of these policies: just because a state or district receives a green rating in a particular area does not necessarily mean it does not still have more work to do.

Cultural Relevance and Parent Engagement: *While cultural relevance and parent engagement are fully distinct from each other, conservative politicians have lumped them together recently as a way of eliminating cultural relevance from the classroom in the name of “parent engagement.”*

Only 26% of teachers report that their curricula are culturally relevant. The majority of teachers believe that parents should be able to collaborate with their child’s teacher around curricular materials, but only 2% believe they should have decision-making authority.

HOW DO YOUR DISTRICT AND STATE MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
State does not have established laws: <ul style="list-style-type: none">Limiting discussion of race, racism, or gender identityProviding parents with outsized influence on curriculum being taught	✓	✓	✓	✓		✓		✓	
State has never proposed a law that: <ul style="list-style-type: none">Limits discussion of race, racism, or gender identityProvides parents with outsized influence on curriculum being taught	✗	✓	✗	✓		✗		✗	
District has explicitly expressed a commitment to culturally relevant education <i>Note: This does not necessarily mean they have implemented culturally relevant materials or practices at scale</i>	✓ Source	✓ Source 1 Source 2	✓ Source 1 Source 2	✓ Source 1 Source 2	— Source 1 Source 2 Source 3	✓ Source 1 Source 2	✓ Source	✗ No sources available	— Source

The federal government can support this effort by leveraging federal resources to provide funding to states and districts to fund and scale what works.

[Click HERE](#) to call on your own legislators to do this.

Standards Alignment and Instructional Coherence: Research shows that aligning standards, curricular materials, instructional practices, professional learning, and assessments—something experts call “[instructional coherence](#)”—leads to improved student outcomes.

Only about a third of teachers say that their curricula are high-quality and aligned to standards, that they include high-quality assessments, and that they have received the training needed to implement it effectively.

HOW DO YOUR DISTRICT AND STATE MEASURE UP?									
POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
State is a member of CCSSO's High-Quality IMPD Network	✗	✓	✗	✗		✗		✗	
District uses a universal curriculum or provides a vetted list to choose from in math and ELA <i>green = info about curricula in all grade levels available online</i> <i>yellow = info about some curricula available</i> <i>red = no info about curricula used available</i>	✓ Source	✓ Source	— Source 1 Source 2	✓ Source 1 Source 2	— Source	✓ Source	✓ Source 1 Source 2	✗ Source	✗ Source
Math and ELA curricula used by the district have a green alignment Ed Reports rating <i>green = all curricular materials in all grade levels have a green or yellow rating, though some homegrown materials are used</i> <i>yellow = most curricular materials green or yellow, OR unable to evaluate because district solely uses homegrown curriculum</i> <i>red = all curricular materials in all grade levels have red or yellow rating OR unable to evaluate due to lack of evidence of what curricular materials are used</i>	—	—	—	—	—	—	✓	✗	✗
District aligns professional learning to curricular materials <i>green = comprehensive vision available online</i> <i>yellow = some scattered evidence available online</i> <i>red = no evidence available online</i>	✓ Source	— Source 1 Source 2	✗ No sources available	— Source 1 Source 2	✗ No sources available	— Source	✗ No sources available	✗ No sources available	— Source

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NOTES

CHICAGO

- **State censorship laws:** Recent bill proposed in February 2023 would prohibit schools from teaching certain concepts, including that one race is superior to another, or that individuals are inherently racist because of their race. The bill also would create a process through which parents could challenge the curriculum their children's school district uses. Unlikely to pass into law.
- **District support for cultural relevance:** Chicago Public School's recently adopted [Skyline curriculum](#) was specifically designed to be culturally relevant.
- **Universal curriculum/EdReports:** Chicago Public Schools is in the process of implementing a new, universal homegrown curriculum.
- **Curriculum-aligned professional learning:** Chicago Public Schools has a fully curriculum-embedded professional learning plan available on its [webpage](#). However, it's worth noting that a [2022 survey](#) of Chicago teachers found that only 28% report having received the training necessary to implement curricula effectively.

BOSTON

- **State censorship laws:** Massachusetts has not established any laws that limit the discussion of race or provide parents with influence on curriculum, nor has any legislation been proposed.
- **District support for cultural relevance:** Boston Public Schools utilizes a [Culturally and Linguistically Sustaining Practices \(CLSP\) continuum](#) to guide instruction. Additionally, its [strategic plan](#) covers culturally relevant curriculum and instruction extensively. However, it's worth noting that a 2022 survey of Boston teachers found that only 36% believe their curriculum is culturally relevant for students.
- **Universal curriculum/EdReports:** A 2022 survey of Boston teachers found that only 44% of Boston teachers believe their curricula are high-quality and well aligned to learning standards. Boston uses the following curricula:
 - [ELA and Math K-3: Homegrown "Focus On" Curriculum](#)
 - [ELA 4-5: EL](#) (green)
 - [ELA 6-8: StudySync](#) (green)
 - [ELA 9-12: StudySync](#) (green)
 - [Math K-12](#)
 - [Math K-5](#): enVision (green), Investigations (yellow) and Illustrative Mathematics (green)
 - [Math 6-8](#): Connected Math Project (red), Illustrative Mathematics (green), and Desmos (green)
 - [Math 9-12](#): Illustrative Math (green)
- **Curriculum-aligned professional learning (PL):** While Boston Public Schools has curriculum-focused PL offerings on its curriculum website, its [strategic plan](#) does not explicitly note the need for PL to be curriculum-embedded. Additionally, a [2022 survey](#) of Boston teachers found that only 25% report having received the training necessary to implement curricula effectively.

NEW YORK

- **State censorship laws:** A bill that would have banned teaching “critical race theory” was introduced but did not pass in the 2022 session.
- **District support for cultural relevance:** New York City is piloting several [“hidden voices” materials](#) that the city is seeking to embed in school curricula. Additionally, the district provides its [definition and approach to Culturally Responsive-Sustaining Education](#) on its webpage. However, it’s worth noting that a [2022 survey](#) of New York City teachers found that only 26% believe their curriculum is culturally relevant for students.
- **Universal curriculum/EdReports:** New York City recently announced that over two years, [all elementary schools will move to one of three ELA curriculum options](#): Wit and Wisdom, Into Reading, and Expeditionary Learning, all of which have a green rating on EdReports. The city will also pilot a standardized algebra curriculum from Illustrative Mathematics—also green—at 150 high schools, and roll out a universal early childhood curriculum called The Creative Curriculum. Currently, though, curricular materials in New York City are chosen on a school-by-school basis, making assessing district-wide curricular material quality impossible.
- **Curriculum-aligned professional learning (PL):** Given there are no consistent curricular materials in New York City, PL cannot be curriculum-aligned. Additionally, a [2022 survey](#) of New York City teachers found that only 35% report having received the training necessary to implement curricula effectively.

LOS ANGELES

- **District support for cultural relevance:** Los Angeles Unified School District (LAUSD) utilizes components of [Culturally and Linguistically Responsive Pedagogy](#) to guide instruction. Additionally, culturally relevant instruction is a tenet of its [strategic plan](#). However, it’s worth noting that a [2022 survey of LA teachers](#) found that only 37% believe their curriculum is culturally relevant for students.
- **Universal curriculum/EdReports:** LAUSD uses:
 - ELA:
 - [Elementary](#): Wonder (green), Benchmark Advance (green), and Amplify CKLA (green)
 - [Secondary](#): StudySync (green), Collections (red), SpringBoard (green), and myPerspectives (green)
 - [Math](#):
 - Elementary: California Math (not rated), My Math (green), Math Expressions (yellow/green), Illustrative Math (green), and Eureka Math (green)
 - Secondary: Go Math (yellow), Big Ideas Geometry (yellow/red), Springboard (yellow/red), College Preparatory Math (not rated), and California Math (not rated)
- **Curriculum-aligned professional learning (PL):** While LAUSD has [curriculum-focused PL offerings](#) on its curriculum website, its [strategic plan](#) does not explicitly note the need for PL to be curriculum-embedded. Additionally, a [2022 survey](#) of LA teachers found that only 44 % report having received the training necessary to implement curricula effectively.

MINNEAPOLIS

- **State censorship laws:** Two bills were introduced in 2022 but never passed. The legislature is currently considering another bill introduced in February 2023.
- **District support for cultural relevance:** There’s some scattered evidence of a focus on culturally relevant instruction but no central framework with specific practices or requirement to use culturally relevant materials. [This link](#) to their Equity Framework is dead. While culturally relevant education isn’t encapsulated specifically in the goals of their strategic plan, it is listed as one of the plan’s 20 strategies. Potentially, the curriculum guides themselves include culturally relevant materials and practices, but these are not accessible to the public.
- **Universal curriculum/EdReports:** Minneapolis Public Schools has a [comprehensive set of curriculum guides](#) for all subjects and grade levels, but seems to rely mostly on homegrown materials. They use [Big Day \(Not rated\)](#) and [Benchmark Advance \(Green/Yellow\) for PreK-5](#).

ST. PAUL	<ul style="list-style-type: none"> • State censorship laws: Two bills were introduced in 2022 but never passed. The legislature is currently considering another bill introduced in February 2023. • District support for cultural relevance: An entire section of St. Paul's strategic plan is dedicated to culturally relevant instruction, their curriculum page includes a culturally relevant instruction implementation plan, and curriculum guides for each subject and grade level include culturally relevant practices. • Universal curriculum/EdReports: St. Paul currently uses mostly homegrown curricular materials but is either already using or shifting to the following in the 2023-2024 school year: <ul style="list-style-type: none"> ◦ ELA: <ul style="list-style-type: none"> ▪ K-5: UFLI Foundations (not rated), Fountas and Pinnell (yellow), and Step Up to Writing (not rated) ▪ 6-8: Units of Study (red) ▪ 9-12: Homegrown curriculum ◦ Math (selecting from the following options): <ul style="list-style-type: none"> ▪ K-8: Imagine Learning Illustrative Math (green), Carnegie Learning (green), HMH: Into Math (green), Bridges in Mathematics (green), and Savvas Learning: enVision (green) ▪ 9-12: Imagine Learning Illustrative Math (green), HMH: AGA (green), and Savvas Learning: enVision (green) • Curriculum-aligned professional learning (PL): St. Paul's curriculum webpage has a blurb about curriculum-aligned PL, as does the implementation overview for new curricular materials, but it's not mentioned explicitly in its strategic plan and there was no mention embedded within curriculum guides.
HARTFORD	<ul style="list-style-type: none"> • State censorship laws: A bill banning the teaching of "biased political ideology" was introduced in 2023. • District support for cultural relevance: Hartford's "instructional vision" includes a focus on cultural relevance. • Universal curriculum/EdReports: Hartford uses Eureka (green) for K-8 math and a homegrown curriculum for 9-12 math. They currently use a homegrown curriculum for ELA, but are in the process of selecting from these options: <ul style="list-style-type: none"> ◦ K-5: Imagine Learning (green), Wit & Wisdom (green), Wonders (green) ◦ 6-8: Amplify (green), Imagine Learning (green), Springboard (green) ◦ 9-12: My Perspectives (green), Odell (green), Springboard (green)
BRIDGEPORT	<ul style="list-style-type: none"> • State censorship laws: A bill banning the teaching of "biased political ideology" was introduced in 2023. • All other sections: No information about any of Bridgeport's curricular materials is available online.
NEW HAVEN	<ul style="list-style-type: none"> • State censorship laws: A bill banning the teaching of "biased political ideology" was introduced in 2023. • All other sections: New Haven's strategic plan mentions curriculum-aligned professional learning and cultural relevance briefly but otherwise there is no evidence of it or of any of New Haven's curricular materials available online.