

SKYLINE REPORT

Recommendations for Equitable
and Accessible Instruction

2023 – 2024



EDUCATORS
FOR EXCELLENCE
CHICAGO

INTRODUCTION

In 2021, Chicago Public Schools (CPS) launched Skyline, a digital K-12 curriculum that aims to ensure every student can access high-quality, rigorous instructional materials that engage their interests and reflect their identities. While this bold initiative was greatly needed and demanded by educators and advocates, CPS teachers have repeatedly voiced concerns regarding implementation, support, student accessibility, and material quality.

In an effort to elevate the voices of educators and ensure Skyline's success, Educators for Excellence-Chicago (E4E-Chicago) surveyed and interviewed nearly 400 CPS teachers about their experience with the Skyline Curriculum during the 2022-2023 school year. E4E-Chicago's Skyline Teacher Action Team then reviewed this data to identify critical areas for improvement, crafted recommendations for action, and presented them to district leadership. CPS responded with a commitment to enhancing Skyline and welcomed additional feedback from teachers and E4E-Chicago to make further improvements.

Following this meeting, E4E-Chicago conducted another survey in the fall of 2023 to see if CPS teachers' experiences with Skyline shifted. The survey results yielded valuable insights on areas for growth, as well as areas that have improved since the last survey. The Skyline Teacher Action Team once again convened with these new results to update their recommendations with the hope that CPS will continue its ongoing partnership with educators and take action to make critical improvements.

All CPS teachers and students, especially learners who are diverse, multilingual, and from underserved communities, deserve access to a high-quality, culturally relevant curriculum. The Skyline curriculum is not only a historic financial investment, but it's also a major opportunity to align teaching and learning districtwide and a powerful lever for closing the opportunity gap. If implemented with fidelity, it can serve as a model for school districts across the country.

SKYLINE TEACHER ACTION TEAM

Angela Davis (Nash Elementary School), Chanika Moody (Mays Elementary School), Charese Munoz (Stagg Elementary School), Christine Ramirez (Corkery Elementary School), Corinne Lydon (Nash Elementary School), Darius Nix (Impact Director, City Year), Elizabeth Levinson (Phillips Academy High School), Kayla Metcalf (Horizon Science Academy Mckinley), Linda Burnette (Nash Elementary School), Lyudmyla Amundson (Nash Elementary School), Steven Tadlock (Nash Elementary School), and Winnie Williams-Hall (PhD, Nicholson STEM Academy).



METHODOLOGY

In an ambitious effort that spanned over a year, a dedicated committee of 12 educators embarked on a mission to better the Skyline curriculum. Their journey began in January 2023 with the formation of the Skyline Teacher Action Team (TAT). In August 2023, one year later, the team launched a second Skyline survey check-in on the teachers' experiences. The survey was administered from September 26, 2023 to December 15, 2023, and completed by educators in more than 50 of Chicago's public schools.



September - December 2022

1st Skyline curriculum survey administered

01

January 2023

Skyline Teacher Action Team (TAT) formed, and recommendations created

02

March 2023

Recommendations presented to CPS Chief Education Officer and the Curriculum, Instruction, and Digital Learning team

03

April 2023 - August 2023

Follow-up meetings with the CPS team to review district progress toward implementing recommendations

04

September - December 2023

2nd Skyline curriculum survey administered

05



CONCLUSION

While the survey data illuminated critical areas in need of attention, it also revealed several positive developments. Many educators appreciated the opportunity to offer feedback regarding Skyline's policies and practices, indicating a growing culture of collaboration and transparency. Furthermore, the provision of edit access to curriculum materials was widely appreciated, empowering teachers to tailor resources to better meet the needs of their students.

CPS has been a willing collaborator on the information that educators have presented regarding the Skyline curriculum so far, and we hope that the collaboration continues. With time, constant feedback from educators, and effective implementation of the above recommendations, Skyline has the potential to fulfill a great need for Chicago Public Schools: to provide consistent, accessible, and culturally responsive instructional materials for all students.

While low-quality implementation risks alienating educators, parents, and students, high-quality implementation and incorporation of the above recommendations can position Skyline as a model for culturally relevant and rigorous instruction across the nation.

