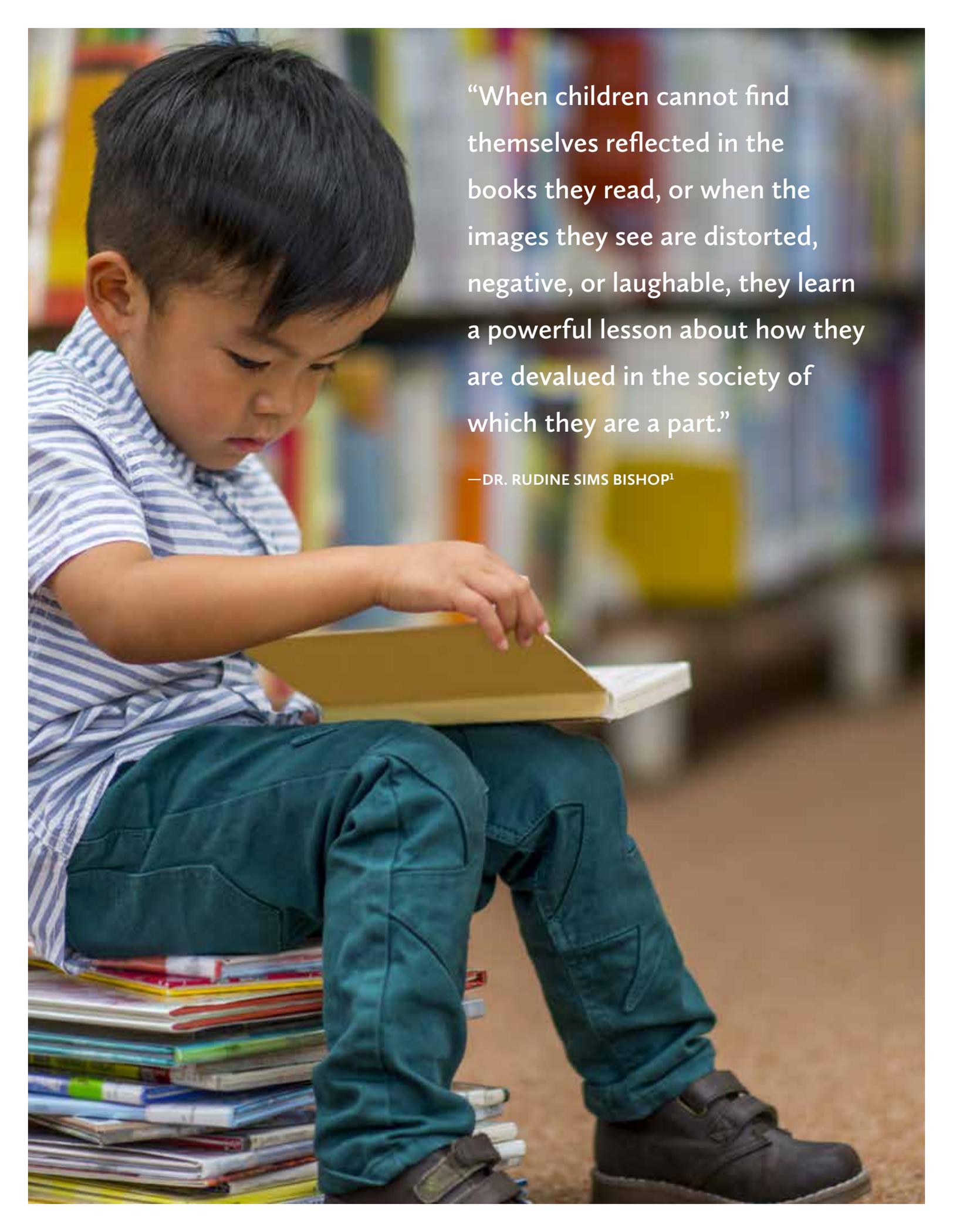


Chronically Absent

The Exclusion of People of Color from
NYC Elementary School Curricula

A REPORT FROM THE NYC COALITION FOR EDUCATIONAL JUSTICE

A young child with dark hair, wearing a blue and white striped shirt and green pants, is sitting on a stack of books. The child is looking down at an open book held in their hands. The background is a blurred library or bookstore with shelves of books. The text is overlaid on the right side of the image.

“When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.”

—DR. RUDINE SIMS BISHOP¹

Introduction

In New York City, the birthplace of the Harlem Renaissance and the Nuyorican Movement, home to as many as 800 languages, one might expect public schools to be teaching children books by and about the exceptionally diverse communities and cultures that surround us.² But that is not the case. While only 15% of NYC public school students are white, the authors of books in commonly-used elementary school curriculum are, on average, 84% white—a percentage more fitting for Bismarck, North Dakota (82% white) or Dubuque, Iowa (80% white) than New York City.³

Over the past several years, the NYC Coalition for Educational Justice (CEJ) has been engaged in a Campaign for Culturally Responsive Education. In October 2018, CEJ released an analysis of three commonly-used NYC curricula and booklists and called on the NYC Department of Education (DOE) to revamp curriculum to reflect the diversity of NYC students.⁴ NYC Chancellor Carranza has been a champion of culturally responsive education throughout his career and was recently quoted saying, “Culturally relevant education brings learning to life for students. Learning about authors, leaders, great people who look like they do, who grew up like they did, can propel children to success.”⁵ Over the past few years, the city has elevated issues of diversity and integration in NYC schools, and Mayor de Blasio has said, “Our schools are best when they reflect the diversity of our city”. But these efforts will have limited impact if the academic content is not culturally responsive and does not represent the diversity of NYC students.

Culturally responsive education (CRE) is a cultural view of learning and human development in which multiple forms of diversity are recognized as indispensable sources of knowledge for teaching and learning, and assets that contribute to positive academic outcomes.

Culturally responsive education (CRE) is a cultural view of learning and human development in which multiple forms of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized as indispensable sources of knowledge for teaching and learning, and assets that contribute to positive academic outcomes. CRE cultivates critical thinking instead of just test-taking skills, relates academic study to contemporary issues and students’ experiences; fosters positive academic, racial

and cultural identities; develops students' ability to connect across cultures; empowers students as agents of social change and inspires students to fall in love with learning.

Research demonstrates that for students of color and white students, CRE decreases dropout rates and suspensions, and increases grade point averages, student participation, self-image, critical thinking skills and graduation rates.⁶ Research from Tucson, AZ showed that students who took Mexican-American Studies classes scored better in Math, Reading and Writing, and were significantly more likely to graduate from high school—and low-income and academically struggling students made the largest gains. Students were more engaged in literature

and history lessons, and more likely to have a positive perception of their ability to succeed in math and science.⁷ Recent research from the San Francisco Unified School District showed that 9th graders who took Ethnic Studies courses improved their attendance on average by 21 percentage points, their GPA by 1.4 grade points, and their earned credits by 23 credits.⁸

Clearly, when executed effectively, culturally responsive education has a positive impact on students of all cultural backgrounds. In a school system where 85% of students identify as Black, Latinx, or Asian, during a historical period when communities of color and immigrant communities are under political attack, a culturally responsive curriculum is essential.



How Diverse Are NYC Curricula?

To discover whether NYC curricula represent the student population, CEJ partnered with the NYU Metropolitan Center for Equity and the Transformation of Schools (NYU Metro Center) to examine more than 700 books across ten commonly-used English Language Arts (ELA) curricula and booklists in NYC public elementary schools. We looked at the racial/ethnic backgrounds of the authors and the characters pictured on the books' covers. These two factors are essential because while the diversity of characters is important, accuracy and authenticity are even more important. Having a brown-skinned character in a story does not meaningfully change that story, or a child's experience reading it unless it is rooted in that character's specific culture and experiences.

The ten sources we analyzed include three booklists (Scholastic, NYC Reads 365, and the New York Public Library booklist) and seven K-5 ELA curricula (Ready New York/CCLS, Expeditionary Learning, Teachers College Reading and Writing Project, ReadWorks, Pearson ReadyGen, Junior Great Books, and Great Minds). We compared the curricula to the demographic composition of NYC public schools and found that across all six grades, white authors and characters are massively over-represented (see graphic and Appendix 1).

Currently, there are approximately 200,000 Latinx children, 130,000 Black children and 80,000 Asian children in NYC public elementary schools. These numbers demonstrate that most

REPRESENTATION OF AUTHORS AND CHARACTERS IN BOOKS

 NYC STUDENT POPULATION
  AUTHORS OF BOOKS
  HUMAN COVER CHARACTERS

LATINX

 41%

 5%

 8%

BLACK

 26%

 6%

 27%

ASIAN

 16%

 4%

 10%

WHITE

 15%

 84%

 52%

NATIVE AMERICAN

N/A

 1%

 3%

of those children could graduate 5th grade having rarely ever read a book by an author of their cultural background. Many Latinx and Asian children graduate 5th grade having

rarely ever read a book about a character of their cultural background. This has extremely damaging impacts on children's concept of themselves and their engagement in school.

This data conceals even more alarming inequities:

Latinx

41% of NYC public school students

- Of the 71 authors in the Teachers College Reading and Writing Project K-5th grade curriculum, there is not a single author or single cover character of Latinx descent.
- Latinx children, who comprise the largest racial/ethnic group in NYC schools, are by far the most underrepresented in the curricula.

Black

26% of NYC public school students

- Of the 74 books in the K-5th grade ReadWorks curriculum, only 4 are by Black authors.
- While the representation of Black cover characters across the curriculum is most proportional to school system demographics, very few of those characters appear in books written by Black authors. The majority of Black characters are created and voiced by white authors, who may incorporate implicit biases and limited knowledge of Black experiences into the stories.

Asian

16% of NYC public school students

- Of the 82 books in the K-5th grade Great Minds curriculum, there is only one Asian author.
- Across all the curricula, the small number of Asian authors and characters represents such a vast range of diverse countries and ethnicities—India, China, Japan, Indonesia, for example—that it is extremely unlikely that an Asian child will encounter an author or character with whom they can identify culturally.

White

15% of NYC public school students

- White children benefit from a diverse curriculum as much as children of color do, yet of the 140 books on the NYC DOE's Read365 booklist, 118 are by white authors.
- These curricula give white children a picture of the world in which white people are perpetually at the center and people of color are at the margins, perceptions which ill-equip them to understand and value the rich diversity of the actual world they inhabit.

Ethnicities Not Reported by DOE

- Among the 10 curricula, not a single one had an author of Middle Eastern descent, and 8 out of 10 didn't have a single cover character of Middle Eastern descent.
- More than half the curricula (6) had not a single Native American author.

Animal Characters

The underrepresentation of people of color is starkly highlighted when compared to the number of cover characters that are animals.

When we add animal characters to our analysis, we find that over the course of six years from kindergarten to 5th grade, students read more books whose cover characters are animals than books whose cover characters are Latinx, Black or Asian people.

To break those numbers down further:

In 9 out of the 10 curricula, more books feature animals as cover characters than Latinx or Asian people as cover characters

In 8 out of the 10 curricula, more books feature animals as cover characters than Black people as cover characters

In 6 out of the 10 curricula, more books feature animals as cover characters than Latinx, Black and Asian people as cover characters combined

REPRESENTATION OF COVER CHARACTERS

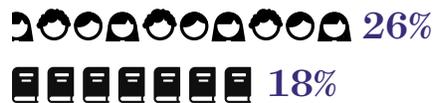
 NYC STUDENT POPULATION

 ALL COVER CHARACTERS

LATINX



BLACK



ASIAN



WHITE



NATIVE AMERICAN



ANIMALS



New York-Based Curricula

We expected to find more diverse curricular resources from publishers aiming at a New York audience, rather than a national audience that includes cities and states that are far less diverse. However, many of the New York City-based curricula and booklists are among the least diverse of our sample.

NYC Department of Education's NYC Reads 365 Booklist

- Of the 140 books on the DOE's elementary school list, 8 are by Black authors, 7 by Asian authors, 6 by Latinx authors, and 1 by a Native American author. The other 118 are by White authors.
- More books feature cover characters with animals than cover characters with Latinx, Black, Asian and Native peoples combined.
- Of the 28 books featuring Black characters, 21 are written by white authors.

Teachers College Reading and Writing Project

- Of the 71 books in the Teachers College Reading and Writing Project curriculum, there is not a single author or single cover character of Latinx descent. There are 3 books by Black authors, 1 by an Asian author, and 67 by white authors.
- Only 1 of the 41 cover characters is Asian, and 1 is Native American.
- More books feature cover characters that are animals than cover characters that are Latinx, Black, Asian and Native American combined.

Ready New York/CCLS

- The Ready New York/CCLS curriculum only has students read actual books in kindergarten and 1st grade; after that, students only read text excerpts.
- Of the 18 books in kindergarten and 1st grade, 17 are by White authors.

Expeditionary Learning/EngageNY

- Of the 87 texts in the K-5th grade curriculum, 7 are by Black authors, 4 by Latinx authors, 2 by Asian authors, 1 by a Native American author, and 73 by white authors.
- While the cover characters on 23 of the 63 books in the K-5th grade curriculum were Black, 15 of them were written by white authors.
- More books feature cover characters that are animals than cover characters that are Latinx, Black, Asian and Native American people combined.

There is no excuse for these disparities because there is a wealth of wonderful and readily available children’s literature by and about people of color. While the children’s book publishing industry is still dominated by white authors and characters (only 15% of children’s books published in 2017 were by authors of color), there are more than enough children’s books by and about authors of color to populate school system curricula and booklists.⁹ Each curriculum typically contains 10-15 books per grade, and there have been almost 3,000 children’s books published by authors of color in the last decade—550 books in 2017 alone.¹⁰ In fact, a simple Google search will reveal dozens of websites, blog posts, and curated booklists with excellent books by and about a wide diversity of identities.

It is important to note that culturally responsive education is not just for children of color. Scholar Rudine Sims Bishop explained thirty years ago:

Children from dominant social groups have always found their mirrors in books, but they, too, have suffered from the lack of availability about others. They need the books as windows onto reality, not just on imaginary worlds. They need books that will help them understand the multicultural nature of the world they live in, and their place as a member of just one group, as well as their connections to all other humans.... If they see only reflections of themselves, they will grow up with an exaggerated sense of their own importance and value in the world—a dangerous ethnocentrism.¹¹

The availability of both mirrors and windows in books is critical to the healthy development of all children, but many New York City schools are currently offering only mirrors to white children, and only windows to children of color.

Many schools and educators in NYC make aggressive efforts to develop and teach curricula that represent their student population. They supplement existing curriculum by scouring websites and booklists to find culturally responsive books and lessons, or create their own curricula and materials. We applaud those schools and educators and urge the DOE to learn from their methods and materials. Unfortunately, those schools are exceptions. Many hundreds of NYC schools are using the white-dominated curricula and booklists that we analyzed, or others similar to them.

WEBSITE RESOURCES FOR DIVERSE BOOKS

Social Justice Books

socialjusticebooks.org/booklists

Identifies and promotes the best multicultural and social justice children's books and materials for educators

American Indians in Children's Literature

americanindiansinchildrensliterature.blogspot.com

Provides booklists, reviews, and analysis of indigenous people in children's books and curriculum

1000 Black Girl Books

grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide

A database and resource list compiled by 13-year old Marley Dias that highlights stories with Black girls as protagonists

We Need Diverse Books

diversebooks.org/resources/where-to-find-diverse-books

An organization that promotes diverse children's books and offers a categorized list of diverse booklists by theme

Lee and Low

leeandlow.com

The largest multicultural children's book publisher in the US, which offers collections of books by grade, level, and interest



How Culturally Responsive Are NYC Curricula?

Our analysis demonstrates the massive cultural gap between NYC students and the texts they read in school. But our demographic analysis does not sufficiently assess how culturally responsive a curriculum is; books with diverse authors and characters may still communicate negative or deficit-based messages about people of color, women, immigrants, LGBTQ people, people with disabilities and other marginalized identities. To gain a deeper understanding of the curricula NYC students are learning, CEJ worked with the NYU Metro Center to convene teams of parents, teachers, organizers, and community members to use the Culturally Responsive Curriculum Scorecard to evaluate their school's curriculum.¹² **The teams sampled units from the seven curricula named earlier and scored elements of what we defined as Representation, such as whether:**

- Characters of color are main characters and not just sidekicks
- Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character
- Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male

Teams evaluated critical elements of what we called Social Justice such as whether:

- The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities, and sexual orientations through their strengths, talents, and knowledge rather than their perceived flaws or deficiencies
- The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities
- The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and help them consider how to contribute to change

Within each curriculum's Teachers Materials, the teams scored elements such as whether:

- Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome
- Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic,

rather than just respond to the text and information presented in class

- Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment, and resources

Some common themes that the scoring teams found are:

- In many curricula, the only guidance for teachers related to cultural diversity concerns teaching English Language Learners (ELLs). This guidance is usually about language acquisition and does not acknowledge that ELLs bring a rich diversity of experiences and knowledge from their home countries, or that their multilingualism is a strength that can be tapped for learning.
- When non-US countries and cultures are covered in the curriculum, the focus is often on poverty and deprivation, rather than strengths and assets. This makes the curriculum appear to be diverse while it perpetuates a narrative that other countries need help from the United States and its values, resources, and institutions. Additionally, people in other countries are often presented as being strange or different (one curriculum cautioned teachers about “hard to pronounce names” in a story about Nepal), rather than identifying points of identification and connection.
- The curricula rarely encourage teachers to connect learning to students’ own experiences or allow students to bring their own knowledge into the classroom, thus missing opportunities for students to engage and identify with the texts.

For each area of analysis (Representation, Social Justice, and Teachers Materials), the teams used their scores to identify which of five categories the curriculum falls into: Culturally Destructive, Culturally Insufficient, Emerging Cultural Awareness, Culturally Aware or Culturally Responsive. The teams felt that the majority of the curricula were Culturally Destructive (see Appendix 2).

The scoring process serves to aggregate participants’ impressions and opinions and is not intended to be a definitive assessment. However, these preliminary scores indicate that problematic issues embedded in these seven ELA curricula go beyond demographic representation to the discussions and activities in which students are engaged. CEJ will continue to collect and score curriculum samples, but these results suggest that the DOE’s ELA curricula are riddled with deficit messages communicated every day about people of diverse identities. To address these deficiencies, it is necessary to revamp not only the texts that students are reading in ELA classes but the instructional materials as well.

Recommendations

1. The NYC Department of Education must create a culturally responsive English Language Arts curriculum for all students, from kindergarten through 8th grade.

Simply inserting diverse books into existing ELA curriculum will not be sufficient; the DOE must develop instructional and teachers materials that are engaging, asset-based, and culturally responsive, and reach students in their ELA classes every day. Fortunately, the DOE has done this before. From 2014-16, the DOE convened 50 social studies teachers from across the city to write a new K-8 social studies curriculum, Passport to Social Studies.¹³ In partnership with institutions such as the New York Historical Society, National Archives and Museum of the City of New York, teams of teachers worked together over the summer, on weekends, and after school to create the comprehensive curriculum, which is now used in the majority of DOE elementary and middle schools.¹⁴

The DOE could use this same model to create a new K-8 English Language Arts curriculum or, alternatively, put out a Request for Proposals for

an organization to lead the creation of a culturally responsive ELA curriculum.

Because many teachers are not accustomed to teaching curriculum by and about the diverse cultures of their students, the DOE will need to provide extensive professional development in the new curriculum, as well as culturally responsive pedagogical methods. A 2018 survey of NYC teachers from the NYU Metro Center found that 93% of teachers surveyed said they would be willing to modify their lessons to connect with students of different racial and ethnic backgrounds. But only 41% said they have the proper resources to do so, and only 29% said they receive ongoing professional development to help them diversify their curricula and instruction.¹⁵ There are many experienced educators in NYC who have deep expertise in culturally responsive curriculum and pedagogy and could be tapped for this effort.

2. The NYC Department of Education must cut ties with all curriculum/book vendors whose materials are not reflective of NYC student demographics in their content and authorship, and consistent with CRE principles.

Companies that produce curriculum and booklists with virtually no representation of Black, Latinx, and Asian communities have no place in New York City schools and should not be receiving tax dollars from our diverse residents. As the largest school district in the nation, New York City has the opportunity to lead in this area, and influence how children's curriculum vendors

operate nationally. By refusing to purchase from vendors who sell white-dominated curriculum and increasing the demand for books by authors of color, New York City can push curriculum vendors to diversify their materials and increase the availability of culturally responsive curriculum for school districts across the country.

Conclusion

Parents should be able to send their children to NYC public schools, confident that they will be surrounded by positive representations of their culture and community and the cultures and communities that make up their hometown. Instead, many NYC students are immersed, year after year, in representations of white children, families, culture and communities. This is damaging to all children, both children of color and white children. Yet there have been no systemic efforts to address the enormous racial and cultural disparities between the city's student population and the books they are reading.

The fight for curriculum that reflects and respects students of color and immigrant communities has a long history, from the

African Free Schools in the 1700s all the way to the parents of Ocean Hill-Brownsville in the 1960s and United Bronx Parents in the 1970s, to the present day. Parents and community members have always known what research shows - that children are more engaged, motivated and successful in school when academic learning connects with their lives, families, neighborhoods and cultures. Yet hundreds of NYC public schools offer that experience only to white students. The NYC Department of Education has an opportunity to live up to its stated commitment to racial equity, and take leadership to change this. CEJ calls on the DOE to set a precedent for NYC and nationally by creating culturally responsive curriculum that will provide both windows and mirrors for all NYC children.



Methodology

Acquiring Curricula

To identify commonly-used curriculum in NYC elementary schools, CEJ parents asked their child’s teachers and administrators to see the curriculum that their children were being taught—a request authorized by the NYC DOE Parent Bill of Rights.¹⁶ In some cases, schools shared curriculum readily; in other cases, there was resistance to sharing that information with parents. Several parents were given the runaround, asked to set up meetings with administrators to explain their request, or promised the information without results. CEJ compiled a list of the curricula that parents collected, as well as those that were shared by supportive teachers and those that are recommended on the DOE website.

Author Analysis

To perform the analysis, researchers at the NYU Metro Center obtained the booklists and curriculum texts on the websites of curriculum companies and entered more than 700 books into spreadsheets by grade and author. To identify authors’ race/ethnicity, we searched for biographies and images of the authors on personal websites, LinkedIn, publishing companies websites, news articles, and professional associations. While we were able to find the vast majority of the authors’ race/ethnicity, we could not identify a small number of authors, and they are omitted from our analysis.

The demographic analysis of authors is likely an undercount of the number of white authors. The authors excluded from our analysis because they couldn’t be found online are likely to be employees of the curriculum companies, rather than independent children’s book authors. Based on the demographics of the curriculum companies, those authors are likely to be white. Additionally, authors of color are more likely to publicly identify with their race/ethnicity than are white authors, so they were easier for the researchers to find and count.

The Ready New York/CCLS curriculum uses authentic texts only in kindergarten and 1st grade, so we only included authors from those grades.

Character Analysis

Researchers searched curriculum company websites and booksellers to find book covers and documented whether the covers depicted humans, animals or other images, as well as the race/ethnicity of human cover characters. We counted every book only once, regardless of how many people or animals are on the cover, to ensure that one book with five Latinx children on the cover, for example, wouldn’t count the same as five books about Latinx characters. We found some texts that were excerpted from magazines or written exclusively for the curriculum, in which case there was no relevant cover image. There were also some texts where we couldn’t identify the race/ethnicity of the

cover character. In both of these cases, the texts were excluded from the analysis.

The demographic analysis of cover characters is likely also an undercount of the number of white characters. There were numerous book covers with characters whose race/ethnicity could not be determined, or where the character's race/ethnicity was unclear because of how the character was imaged. In those cases, we did not search the book to find identifying information about the main character. But given the overwhelming predominance of white characters in the curriculum overall, a majority of those characters are likely to be white as well.

One of the shortcomings of the author and character analysis was the inadequacy of the racial/ethnic categories. To compare curriculum demographics with NYC student demographics, we used the DOE's racial/ethnic categories and added categories for Native American and Middle Eastern. We counted multiracial authors and characters as persons of color, and we counted the few AfroLatinx authors and characters as Latinx. We counted Middle Eastern authors and characters, but omitted the data in the infographic because the data was so close to zero. We regret the data reduction and recommend that the DOE publish more comprehensive, detailed analyses of NYC student demographics, including categories for students who identify as Native American, Middle Eastern, multiracial, AfroLatinx and other identities.

The Ready New York/CCLS curriculum uses authentic texts only in kindergarten and 1st grade, so we only included cover characters from those grades.

Culturally Responsive Curriculum Scorecard

To take a deeper look at NYC curricula, CEJ and the NYU Metro Center used the Culturally Responsive Curriculum Scorecard to evaluate sample units from seven curricula. This effort involved approximately 90 parents, teachers, community members and researchers at several events from December 2018 to February 2019: one citywide parent training workshop, where 40 parents evaluated three curricula in three teams, including one monolingual Spanish-speaking team evaluating a translated curriculum; one gathering of 30 teachers who evaluated three curricula in three teams; and many smaller gatherings. We sampled curricular units by downloading lessons from the curriculum company websites or copying them from the textbooks. We scored a 5th grade sample for each of the seven curricula, as well as earlier grades for several curricula.

APPENDIX 1

STORY AUTHORS REPRESENTATION IN ELEMENTARY SCHOOL BOOKS

	NYC Students	Ready NY CCLS	Exped. Learning/Engage NY	Great Minds	NYC Reads 365 (DOE Booklist)	NY Public Library Booklist	Scholastic Booklist	Teachers College Reading & Writing	Pearson ReadyGen	ReadWorks	Junior Great Books	Total Averages
Latinx	41%	5.6%	4.6%	5.1%	4.3%	13.2%	2.5%	0.0%	4.8%	4.1%	7.4%	5.1%
Black	26%	0.0%	8.0%	8.2%	5.7%	10.5%	5.0%	4.2%	8.1%	5.4%	6.3%	6.1%
Asian	16%	0.0%	2.3%	2.0%	5.0%	7.9%	2.5%	1.4%	8.1%	5.4%	3.2%	3.8%
White	15%	94.4%	83.9%	82.7%	84.3%	68.4%	90.0%	94.4%	79.0%	85.1%	81.1%	84.3%
Middle Eastern	No DOE data	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Native American	No DOE data	0.0%	1.1%	2.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.6%
n=		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%

HUMAN REPRESENTATION OF CHARACTERS IN ELEMENTARY SCHOOL BOOK COVERS

	NYC Students	Ready NY CCLS	Exped. Learning/Engage NY	Great Minds	NYC Reads 365 (DOE Booklist)	NY Public Library Booklist	Scholastic Booklist	Teachers College Reading & Writing	Pearson ReadyGen	ReadWorks	Junior Great Books	Total Averages
Latinx	41%	0.0%	4.8%	9.4%	7.3%	17.6%	4.3%	0.0%	10.2%	11.1%	9.8%	7.5%
Black	26%	27.3%	36.5%	21.9%	34.1%	26.5%	30.4%	23.5%	20.4%	27.8%	23.0%	27.1%
Asian	16%	9.1%	12.7%	4.7%	6.1%	11.8%	4.3%	2.9%	16.3%	14.8%	13.1%	9.6%
White	15%	54.5%	42.9%	57.8%	51.2%	41.2%	60.9%	70.6%	49.0%	44.4%	50.8%	52.3%
Middle Eastern	No DOE data	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.4%
Native American	No DOE data	9.1%	1.6%	6.3%	1.2%	2.9%	0.0%	2.9%	2.0%	1.9%	3.3%	3.1%
n=		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%

APPENDIX 2

CURRICULUM	Ready NY CCLS	Expeditionary Learning/ Engage NY	Great Minds	Teachers College Reading & Writing Project	Pearson ReadyGen	Read Works	Junior Great Books
Representation	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally
	Destructive	Insufficient	Destructive	Destructive	Destructive	Insufficient	Destructive
Social Justice	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally
	Insufficient	Destructive	Destructive	Destructive	Destructive	Insufficient	Destructive
Teachers Materials	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally	Culturally
	Destructive	Destructive	Destructive	Destructive	Destructive	Insufficient	Destructive

About this Report

This report was written by the NYU Metropolitan Center for Research on Equity and the Transformation of Schools at the request of the NYC Coalition for Educational Justice. The demographic analysis was conducted by Charlotte Dubiel, Megan Hester, Teona Pagan, and Alyana Vera. Curriculum scoring teams were led by Natasha Capers, Elzora Cleveland, Tanesha Grant and Helen Guzman from CEJ; and Charlotte Dubiel, Lindsey Foster, Megan Hester, Pamela Montalbano and Leah Q. Peoples from the NYU Metro Center. Thank you to the CEJ Parent Leadership Board and all of the parents, teachers, organizers and community members who generously gave their time to collect, read, and score curricula. For questions or more information, contact nyccej@gmail.com or nyu-ejroc@nyu.edu

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NYC Coalition for Educational Justice

Led by parents, the NYC Coalition for Educational Justice is organizing a movement to end the inequities in the city's public school system. We are a collaborative of community-based organizations whose members include culturally and racially diverse parents, family members and community residents. We are motivated by the urgent need to obtain a quality, well-detailed and culturally responsive education for all students. We mobilize the power of parents and the community to affect policy change and create a more equitable educational system.

nyccej.org



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y [youtube.com/watch?v=zhtdcjQtxtw](https://www.youtube.com/watch?v=zhtdcjQtxtw)

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