



# Illinois State Board of Education

## BLACK HISTORY CURRICULUM TASK FORCE Survey Results

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# Overview

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- Black History Education Background
- Survey Overview
- Survey Response Rate
- Key Findings
  - Participant Information
  - Districts Meeting Requirements
  - Closed-Ended Responses
  - Open-Ended Response



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# Current IL Legislation on Black History Education

## 20 ILCS 3405/22

- (2005) Established the Amistad Commission
  - Seeks to educate the public and all Illinois public school students on the following: 1) the African slave trade, 2) slavery in America, 3) the vestiges of slavery in this country, & 4) the contributions of African Americans to the U.S.

## House Resolution 1098

- (2018) Created the Black History Curriculum Task Force
  - Conduct one-time audit of all Illinois public K-12 schools' history curriculum and report findings to the Illinois House of Representatives
    - Focus: (1) Does the district's curricular material, no matter the format, contain a current unit on African American history? (2) At what grade school level does the district begin teaching African American history? (3) At what level does the district stop teaching African American history? (4) Does standardized testing include material on African American history, and if so, at what levels? (5) What is ISBE's position on teaching African American history, what are its protocols, and what are its penalties if its instructions are not being followed?

## 105 ILCS 5/27-20.4

- (2019) Mandates all public K-12 schools include a unit of instruction on Black History across content areas.
- Rationale: Black History education will contribute to the affirmation of Illinois students to respect and dignify people of **all** races.



# A Moment to Reflect

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D “Education is a cultural process. Schools are the  
R primary vehicle for transmitting knowledge and skills  
A as well as the values, practices, and culture of a  
F society.”

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Kana'iaupuni, S., Ledward, B., & Jensen, U. (2010). *Culture-based education and its relationship to student outcomes*. Kamehameha Schools Research and Evaluation. [https://www.ksbe.edu/assets/research/collection/10\\_0117\\_kanaiaupuni.pdf](https://www.ksbe.edu/assets/research/collection/10_0117_kanaiaupuni.pdf)

# Framing the Importance of Black History Education

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## ▪ Statistics

- D** ▪ Population: ~13% of population identified as Black or African American\*. (U.S. Census Bureau, 2010, 2019) \*Does not include respondents who identify as Black or African American *and* any other race, mixed race, or multiracial individuals.
- R** ▪ Classroom: In 2014, students of color became collective majority in American classrooms. (U.S. Department of Education, 2019, 2020)
- A** ▪ Five centuries of Black history in the U.S., yet only 8-9% of total class time is devoted to Black History in U.S. classrooms. (King, 2017; Oberg & Kartchner, 2016)
- F** ▪ There is a need for deeper, more contextualized understanding of African and African American history as a necessity for corrective and transformative Black education in the American educational institution.
- T** ▪ Black History Curriculum integration progresses the evolution of our collective social knowledge from learning *about* Africans Americans to learning *from* African Americans (Ladson-Billings, 2014).

# Culturally Relevant Education

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- The inclusion of Black History in American K-12 curricula fights a pervasive Eurocentric narrative that positions accomplishments and contributions of Black Americans and other minority groups as an additive framework, supplementary to the “official” curricula, historically oversimplified, and all too often delivered without context and connection to the impact of these events to today’s society. (Banks, 1993; King & Brown, 2014; Patterson, 1971)
- Critical Race Theory in education positions curricula, educational policy, and classroom practices through a multicultural and social justice lens. This is highly appropriate as it focuses on teacher posture and paradigm. (Ladson-Billings, 1994, 1995a, 1995b, 2004, 2006)

# Student Outcomes

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- Empirical evidence of the educational benefits of culturally relevant and ethnic studies curricula to students, especially students from ethnic minority backgrounds
  - **Mexican American Studies program in Tucson, AZ (Grades 9-12)**
    - Chicax enrolled students in the Social Justice Education Project significantly outscored White students on state standardized tests and attained higher graduation rates. (Cammarota & Romero, 2009)
    - Increased probability of graduation by 9.5%, increased AIMS reading test scores. (Cabrera et al., 2014)
  - **Ethnic Studies Course in San Francisco Unified School District (Grades 9-12)**
    - Increased attendance by 21%, GPA by 1.4 grade points, and credits earned by 23. (Dee & Penner, 2016)
  - **Afrocentric U.S. History Curriculum at KIPP: STAR College Prep School in Harlem (Grade 8)**
    - Significantly higher scores on standardized New York State Social Studies test than students from prior years who received traditional Eurocentric history curriculum. (Duncan, 2012)
  - **Hawaiian Cultural Influences in Education Study (Grades 7-12)**
    - Statistically significant improvements on math and reading outcomes for native Hawaiian students vs. Students whose teachers' pedagogies were not centered in culture-based education. (Kana'iaupuni et al., 2010)

# Student Outcomes (continued)

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## ▪ Holistic educational benefits

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- Increase students' civic engagement with their local communities, political activism, and environmental conservation. (Kana'iaupuni et al., 2010)
- Students' feelings of “self-efficacy and emotional response and connection to the curriculum” - as reported by parents. (Duncan, 2012, p. 94)
- Higher intention of enrollment in higher ed than peers not enrolled in ethnic studies coursework. (Cabrera et al., 2014)



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# Survey Overview

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## D R A F T

- **Survey Participant Information**

- Contact Name
- Title

- **District Information**

- District Name
- District RCDTS
- Does your school district generally meet the Black History Curriculum requirements through an online program or course?



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# Survey Overview

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- **8 Topic Areas**

- Contributions in Government
- Contributions to the Arts
- Contributions to the Humanities
- Contributions to the Sciences
- Struggle to Achieve Equal Treatment
- History of Slave Trade in the Americas
- History of Slavery in the Americas
- Vestiges of Slavery in the Americas

- **5 Closed-Ended Items Per Topic Area**

- Included in Curriculum
- Included in Testing
- Start Teaching
- List of Grades that Test on Topic Area
- Stop Teaching

- **6 Optional Opened-Ended Items**

- Provide detailed answers about what specific material they use to teach each topic and gauge perceptions of how well their respective district helps eliminate prejudice among their students.



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# Survey Response Rate

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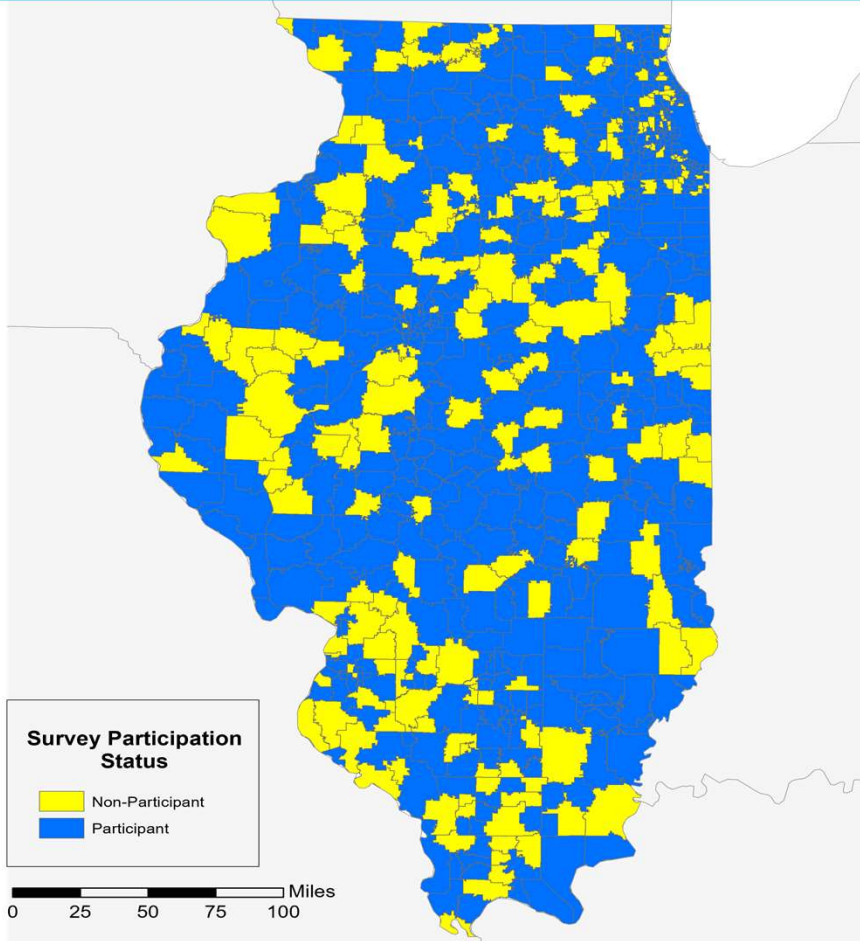
- Survey was sent to all 852 school districts in Illinois.
  - No Response 188 (22%)
  - Invalid/Incomplete Data 47 (6%)
  - Successfully Submitted 617 (72%)
- 1,196,802 students represented in the 617 participating districts.
  - 62% of all students in Illinois.

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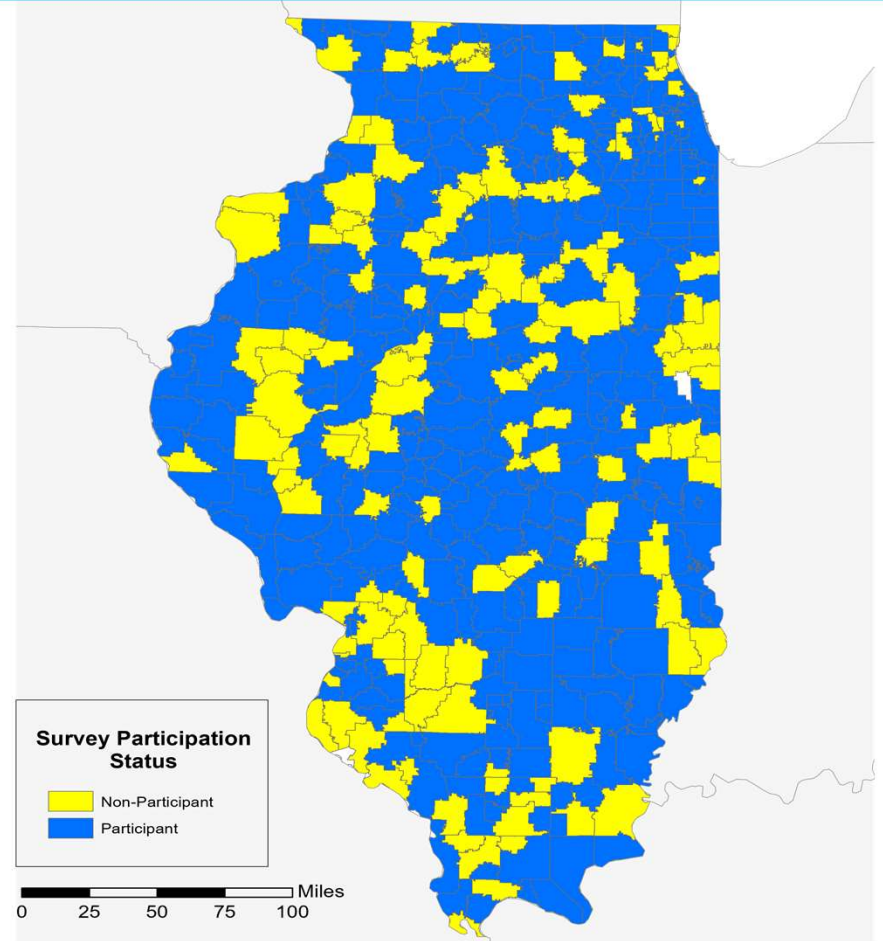
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### Black History Curriculum Survey: SY 2021 Unit & Elem Districts



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### Black History Curriculum Survey: SY 2021 Unit & HS Districts



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# Key Findings: Participant Information

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Participant Title	N	%
Superintendent	247	40%
Director of Curriculum and Instruction	89	14%
Principal	64	10%
Assistant/Associate Superintendent	59	10%
Other	33	5%
Teacher	25	4%
Assistant Superintendent for Teaching, Learning and Innovation	20	3%
Curriculum Coordinator	18	3%
Assistant Superintendent for Curriculum, Instruction, and Assessment	18	3%
Director of Teaching and Learning	16	3%
Assistant Principal	10	2%
Subject Department Chair	10	2%
Superintendent/Principal	8	1%
Total	617	100%



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# Important Notes about Survey Results

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## ▪ District Types

Survey (n = 617)      State (n = 852)

- |                            |           |           |
|----------------------------|-----------|-----------|
| ▪ Elementary (PK – 8th )   | 268 (43%) | 368 (43%) |
| ▪ Unit (PK – 12th)         | 274 (44%) | 386 (45%) |
| ▪ High School (9th – 12th) | 75 (12%)  | 98 (12%)  |

## ▪ Abbreviated tables are shown

- Columns in tables do not always equal to 100%.
- Other responses include N/A and missing.
- Table with complete information can be found in the report.

## ▪ Asterisks (\*) in tables

- Refer to erroneous responses.

# Key Findings: Self-Reported District Compliance

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- Does your school district generally meet the Black History Curriculum requirements through an online program or course?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Yes	188 (70%)	226 (82%)	61 (81%)	475 (77%)
No	80 (29%)	48 (18%)	14 (19%)	142 (23%)
Total	268 (100%)	274 (100%)	75 (100%)	617 (100%)

## Key Findings: Topic 1 - Contributions made by Black individuals and African Americans in Government to the Economic, Cultural, and Political Development of the U.S. and Africa.

### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	246 (92%)	264 (96%)	73 (97%)	<b>583 (94%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	<b>165 (62%)</b>	1 (0%)	<b>163 (59%)</b>	0 (0%)	N/A	N/A	328 (53%)	1 (0%)
3rd-5th	48 (18%)	1 (1%)	56 (20%)	0 (0%)	N/A	N/A	104 (17%)	1 (0%)
6th-8th	44 (16%)	<b>214 (90%)</b>	41 (15%)	8 (3%)	N/A	N/A	85 (14%)	249 (40%)
9th-12th	1 (0%)*	3 (1%)*	8 (3%)	<b>229 (84%)</b>	72 (96%)	<b>69 (92%)</b>	81 (13%)	301 (49%)



Key Findings: Topic 1 - Contributions made by Black individuals and African Americans in Government to the Economic, Cultural, and Political Development of the U.S. and Africa.

4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	178 (66%)	214 (78%)	67 (89%)	<b>459 (74%)</b>

5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	44	50	N/A	94 (9%)
3rd-5th	106	124	N/A	230 (22%)
6th-8th	168	181	1*	<b>350 (33%)</b>
9th-12th	N/A	187	66	253 (24%)



## Key Findings: Topic 2 - Contributions made by Black individuals and African Americans in the Arts to the Economic, Cultural, and Political Development of the U.S. and Africa.

### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	239(89%)	245 (91%)	74 (99%)	<b>562 (91%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	<b>151 (56%)</b>	1 (0%)	<b>160 (58%)</b>	1 (0%)	N/A	N/A	311 (50%)	2 (0%)
3rd-5th	49 (18%)	6 (2%)	45 (156%)	3 (1%)	N/A	N/A	94 (15%)	9 (1%)
6th-8th	42 (16%)	<b>224 (84%)</b>	38 (14%)	8 (3%)	N/A	N/A	80 (13%)	232 (38%)
9th-12th	1 (0%)*	3 (1%)*	15 (5%)	<b>218 (80%)</b>	73 (97%)	<b>70 (93%)</b>	89 (14%)	291 (47%)



Key Findings: Topic 2 - Contributions made by Black individuals and African Americans in the Arts to the Economic, Cultural, and Political Development of the U.S. and Africa.

4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	144 (54%)	192 (70%)	66 (88%)	<b>402 (65%)</b>

5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	35	51	N/A	86 (8%)
3rd-5th	89	125	N/A	214 (20%)
6th-8th	133	181	1*	<b>315 (29%)</b>
9th-12th	2	187	67	256 (24%)



## Key Findings: Topic 3 - Contributions made by Black individuals and African Americans in the Humanities to the Economic, Cultural, and Political Development of the U.S. and Africa.

### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	247 (92%)	257 (94%)	73 (97%)	<b>577 (94%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	<b>151 (56%)</b>	2 (1%)	<b>148 (54%)</b>	1 (0%)	N/A	N/A	299 (48%)	3 (0%)
3rd-5th	58 (22%)	3 (1%)	53 (19%)	3 (1%)	N/A	N/A	111 (18%)	6 (1%)
6th-8th	43 (16%)	<b>238 (89%)</b>	44 (16%)	13 (5%)	N/A	N/A	87 (14%)	251 (41%)
9th-12th	1 (0%)*	3 (1%)*	18 (9%)	<b>220 (80%)</b>	72 (96%)	<b>67 (89%)</b>	91 (15%)	290 (47%)



Key Findings: Topic 3 - Contributions made by Black individuals and African Americans in the Humanities to the Economic, Cultural, and Political Development of the U.S. and Africa.

4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	166 (62%)	209 (76%)	66 (88%)	<b>441 (71%)</b>

5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	38	48	N/A	86 (8%)
3rd-5th	102	113	N/A	215 (21%)
6th-8th	153	153	1*	<b>307 (30%)</b>
9th-12th	1*	176	66	243 (24%)



## Key Findings: Topic 4 - Contributions made by Black individuals and African Americans in the Sciences to the Economic, Cultural, and Political Development of the U.S. and Africa.

### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	226 (84%)	243 (89%)	62 (83%)	<b>531 (86%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	<b>120 (45%)</b>	1 (0%)	<b>119 (43%)</b>	0 (0%)	N/A	N/A	239 (39%)	1 (0%)
3rd-5th	62 (23%)	6 (2%)	74 (27%)	6 (2%)	N/A	N/A	136 (22%)	12 (2%)
6th-8th	46 (17%)	<b>212 (79%)</b>	40 (15%)	14 (5%)	N/A	N/A	86 (14%)	226 (37%)
9th-12th	1 (0%)*	N/A	13 (5%)	<b>201 (73%)</b>	62 (83%)	<b>60 (80%)</b>	76 (12%)	261 (42%)

Key Findings: Topic 4 - Contributions made by Black individuals and African Americans in the Sciences to the Economic, Cultural, and Political Development of the U.S. and Africa.

4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	141 (53%)	192 (71%)	49 (65%)	<b>384 (62%)</b>

5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	31	36	N/A	67 (7%)
3rd-5th	89	110	N/A	199 (20%)
6th-8th	132	144	1*	<b>277 (28%)</b>
9th-12th	2*	158	50	210 (21%)

Key Findings: Topic 5 - The socio-economic struggle that Black individuals and African Americans experienced collectively in striving to achieve fair and equal treatment.

1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	243 (91%)	259 (95%)	75 (100%)	<b>577 (94%)</b>

2. At what grade does the district start teaching this material?

3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	<b>88 (33%)</b>	1 (0%)	<b>116 (42%)</b>	0 (0%)	N/A	N/A	204 (33%)	1 (0%)
3rd-5th	84 (31%)	1 (0%)	75 (27%)	5 (2%)	N/A	N/A	159 (26%)	6 (1%)
6th-8th	78 (29%)	<b>238 (89%)</b>	58 (21%)	8 (3%)	N/A	N/A	136 (22%)	246 (40%)
9th-12th	1 (0%)*	2 (1%)*	15 (5%)	<b>228 (83%)</b>	74 (99%)	<b>70 (93%)</b>	90 (15%)	300 (49%)



## Key Findings: Topic 5 - The socio-economic struggle that Black individuals and African Americans experienced collectively in striving to achieve fair and equal treatment

### 4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	181 (68%)	215 (78%)	70 (93%)	<b>466 (76%)</b>

### 5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	27	39	N/A	66 (6%)
3rd-5th	101	114	N/A	215 (21%)
6th-8th	175	172	1*	<b>348 (34%)</b>
9th-12th	2*	185	67	254 (25%)



## Key Findings: Topic 6 - History of the African slave trade in the Americas and this country.

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### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	257 (96%)	264 (96%)	75 (100%)	<b>596 (97%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	57 (21%)	2 (1%)	59 (22%)	1 (0%)	N/A	N/A	116 (19%)	3 (0%)
3rd-5th	<b>153 (50%)</b>	3 (1%)	<b>132 (48%)</b>	5 (2%)	N/A	N/A	265 (43%)	8 (1%)
6th-8th	70 (26%)	<b>244 (91%)</b>	63 (23%)	9 (3%)	N/A	N/A	133 (22%)	253 (41%)
9th-12th	1 (0%)*	1 (0%)*	12 (4%)	<b>232 (85%)</b>	74 (99%)	<b>71 (95%)</b>	87 (14%)	304 (49%)



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## Key Findings: Topic 6 - History of the African slave trade in the Americas and this country.

### 4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	206 (77%)	232 (85%)	70 (93%)	<b>508 (82%)</b>

### 5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	21	20	N/A	41 (4%)
3rd-5th	111	124	1*	236 (23%)
6th-8th	194	181	N/A	<b>375 (37%)</b>
9th-12th	1*	195	69	265 (26%)



## Key Findings: Topic 7 - History of slavery in the Americas and this country.

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### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	257 (96%)	266 (97%)	75 (100%)	<b>598 (97%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	60 (22%)	2 (1%)	74 (27%)	0 (0%)	N/A	N/A	134 (22%)	2 (0%)
3rd-5th	<b>135 (50%)</b>	3 (1%)	<b>126 (46%)</b>	3 (1%)	N/A	N/A	262 (42%)	6 (1%)
6th-8th	66 (24%)	<b>246 (90%)</b>	56 (20%)	9 (3%)	N/A	N/A	122 (20%)	255 (41%)
9th-12th	N/A	N/A	10 (4%)	<b>232 (85%)</b>	74 (99%)	<b>71 (95%)</b>	84 (14%)	303 (49%)



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## Key Findings: Topic 7 - History of slavery in the Americas and this country.

### 4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	209 (78%)	230 (84%)	70 (93%)	<b>509 (82%)</b>

### 5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	25	22	N/A	47 (5%)
3rd-5th	114	131	1*	246 (24%)
6th-8th	195	180	N/A	<b>375 (36%)</b>
9th-12th	1*	188	69	258 (25%)



## Key Findings: Topic 8 - Vestiges of slavery in the Americas and this country.

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### 1. Included in curriculum?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Curriculum	245 (91%)	261 (95%)	75 (100%)	<b>581 (94%)</b>

### 2. At what grade does the district start teaching this material?

### 3. At what grade does the district stop teaching this material?

	Elementary (n = 268)		Unit (n = 274)		High School (n = 75)		Total (n = 617)	
	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>	<i>Start</i>	<i>Stop</i>
PK-2nd	46 (17%)	2 (1%)	44 (16%)	0 (0%)	N/A	N/A	90 (15%)	2 (0%)
3rd-5th	<b>106 (39%)</b>	2 (1%)	<b>116 (42%)</b>	3 (1%)	N/A	N/A	222 (36%)	5 (1%)
6th-8th	99 (36%)	<b>238 (87%)</b>	79 (29%)	12 (4%)	N/A	N/A	178 (29%)	250 (41%)
9th-12th	1 (0%)*	N/A	25 (9%)	<b>229 (84%)</b>	72 (96%)	<b>72 (96%)</b>	98 (16%)	201 (49%)

## Key Findings: Topic 8 - Vestiges of slavery in the Americas and this country.

### 4. Does the district testing include material on this topic?

	Elementary (n = 268)	Unit (n = 274)	High School (n = 75)	Total (n = 617)
Included in Testing	189 (71%)	220 (80%)	66 (88%)	<b>475 (77%)</b>

### 5. At what grade levels does the district testing include material on this topic?

	Elementary	Unit	High School	Total
PK-2nd	15	18	N/A	33 (3%)
3rd-5th	92	113	1*	206 (21%)
6th-8th	184	166	N/A	<b>350 (36%)</b>
9th-12th	1*	186	67	254 (26%)

## Summary: Percentage of Districts that Include Topics in Curriculum and Testing

	Topic 1: African Americans in Government	Topic 2: African Americans in the Arts	Topic 3: African Americans in the Humanities	Topic 4: African Americans in the Sciences	Topic 5: Collective Struggle to Achieve Fair Treatment	Topic 6: History of the African Slave Trade	Topic 7: History of Slavery in the Americas	Topic 8: Vestiges of Slavery in the Americas
Included in the Curriculum	94%	91%	94%	86%	94%	97%	97%	94%
Included in Testing	74%	65%	71%	62%	76%	82%	82%	77%



## Summary: Start, Stop, and Testing Grade Bands per Topic

33

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- **Start Teaching Topics**

- Elementary and Unit
  - PK-2<sup>nd</sup> : Topic 1-5
  - 3<sup>rd</sup>-5<sup>th</sup> : Topic 6-8
- High School
  - 9<sup>th</sup>- 12<sup>th</sup>

- **Testing Topics by Grade Band**

- For all topics: 6<sup>th</sup>-8<sup>th</sup>

- **Stop Teaching Topics**

- Elementary: 6<sup>th</sup>-8<sup>th</sup>
- Unit and High School: 9<sup>th</sup> – 12<sup>th</sup>



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# Open-Response Questions

34

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Six optional open-response questions were provided but were not required for completion of the survey.

# Eliminating Discrimination through Curriculum

35

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- How well do you feel your curriculum constitutes an affirmation by students of their commitment to respect the dignity of all races and people and to forever eliminate every form of discrimination in their lives and career?
  - Options: Not at all, Somewhat, Very Well
- Please explain the reason for your rating.
- 617 districts completed this section of the survey.
  - 11 (1.5%) - Not at all
  - 388 (63%) - Somewhat
  - 208 (34%) - Very Well
  - 10 (1.5%) - No rating provided



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# Eliminating Discrimination through Curriculum

36

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- Not at all (1.5%)
  - About half (4) responded that more training was needed and that their curriculum did not address the reality of the Black experience in America.
  - Other half (4) felt like it was out of the scope of the work that a school can do.
- Somewhat (63%)
  - Overwhelmingly respondents felt like they were actively doing the work through a variety of ways.
    - Integrated from multiple sources
    - More social-emotional learning
    - Infusing it into the curriculum
  - Large number of respondents (26) felt like it was out of the scope of the work that a school can do.
  - Another large number of respondents (22) stated that they were doing this work by ensuring that all students are respected and uplifted.
  - Other patterns were:
    - Districts need more resources (15)
    - Already engaging in additional training (17)
    - The need to shift curriculum to explicitly address racism and discrimination (15)
- Very Well (34%)
  - Again, most respondents stated they were actively doing the work and will continue to address the issues in a variety of courses and avenues.
  - Large number of districts (15) felt like they were doing this well by explicitly addressing racism and discrimination in their courses.
  - Like the responses in the “Somewhat” category, many districts (29) felt like they do this by respecting and uplifting all students.
  - Some districts (8) felt like they did this very well, because they have created specific courses that address the topic (African American History, Urban Studies).



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# How Districts Approach Standards

37

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- How do you include the information listed in the tables above\* in your school and district culture and curriculum?

\*"in the tables" refers to:

- History of the African slave trade in the Americas and this country
- History of slavery in the Americas and this country
- The vestiges of slavery in the Americas and this country

- 395 districts responded.
- Content is addressed through a variety of different courses and through different modalities. (83)
- Other districts responded that the standards are embedded in curriculum maps, scope and sequences, and syllabi. (52)
- Many districts taking the time to audit their work through a curriculum audit or through an equity task force. (14)
- Still a major emphasis on Black History Month and acknowledging Black leaders and their impacts on society, primarily in the early grades. (20)



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# Frequency of Responses

How do you include the information listed in the tables above\* in your school and district culture and curriculum?

\*"in the tables" refers to:  
History of the African slave trade in the Americas and this country  
History of slavery in the Americas and this country  
The vestiges of slavery in the Americas and this country

General Topic	Elementary	Unit	High School	Total
Embedded in a variety of courses (primarily ELA and Social Sciences)	35	33	15	83
Scope and sequence, curriculum maps, syllabus	20	28	4	52
Black History Month	3	11	2	16
Equity focus group or curriculum audit	5	7	2	14
Do not see table (technical issues)	4	4	4	12
Celebrating all people	2	4		6
Acknowledging Black leaders and societal contributions	1	3		4
Community events	3	1		4
Cross reference with ISBE code and standards	1		1	2
Not on district assessments	1			1
Teach respect for all	1			1
Teachers ensure content is represented in a variety of formats			1	1

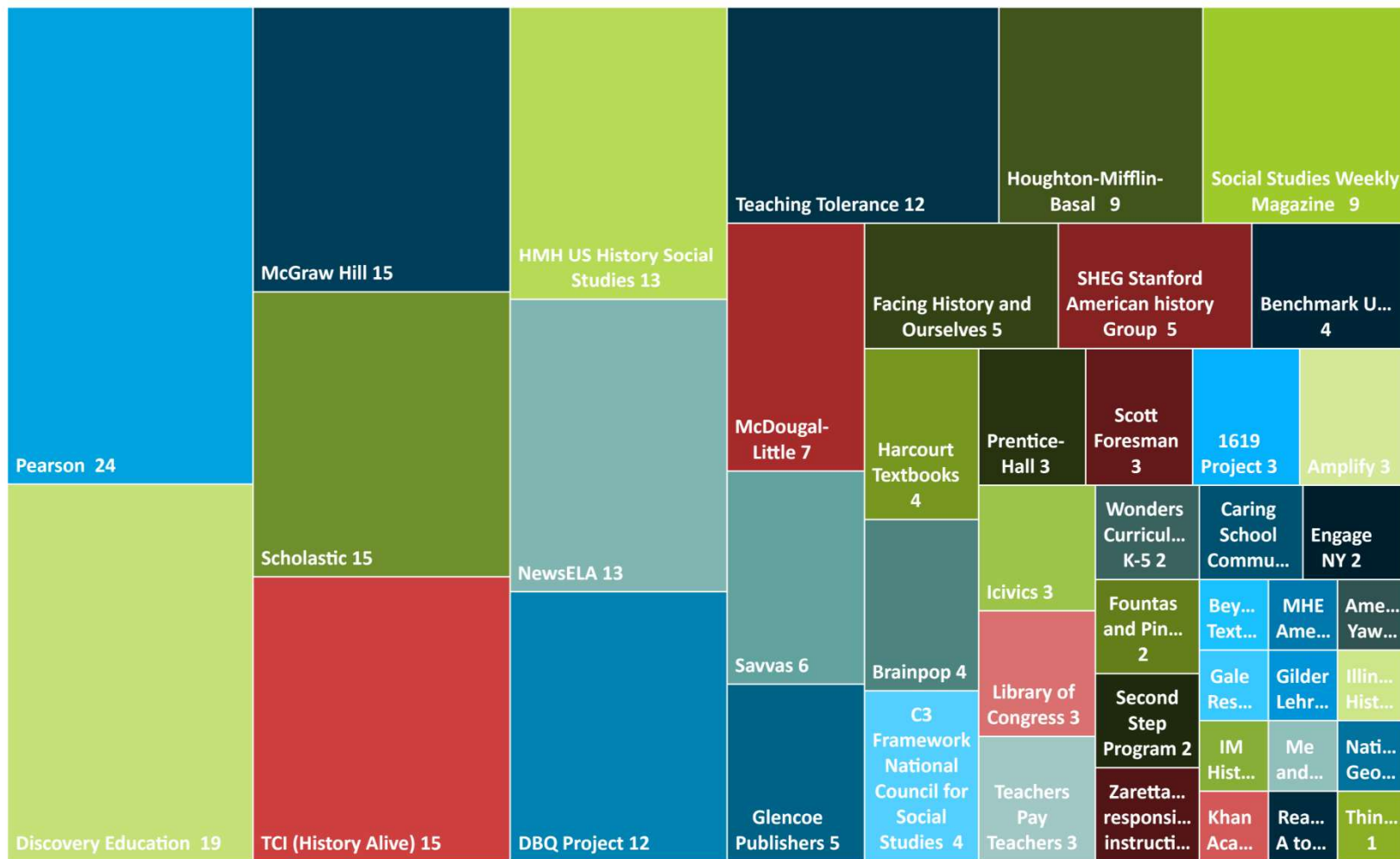


# Curricula and Instructional Methods Used

- Please describe the curricula used and the instructional methods for each grade level.
- 367 districts offered a response.
- Over 50 different curricula and/or educational resources were cited.
- A major emphasis on teachers incorporating a variety of resources to use in their curriculum development. (36)
- A variety of instructional methods were cited. Inquiry-based, class discussions, and document-based questions were a few of the most common.

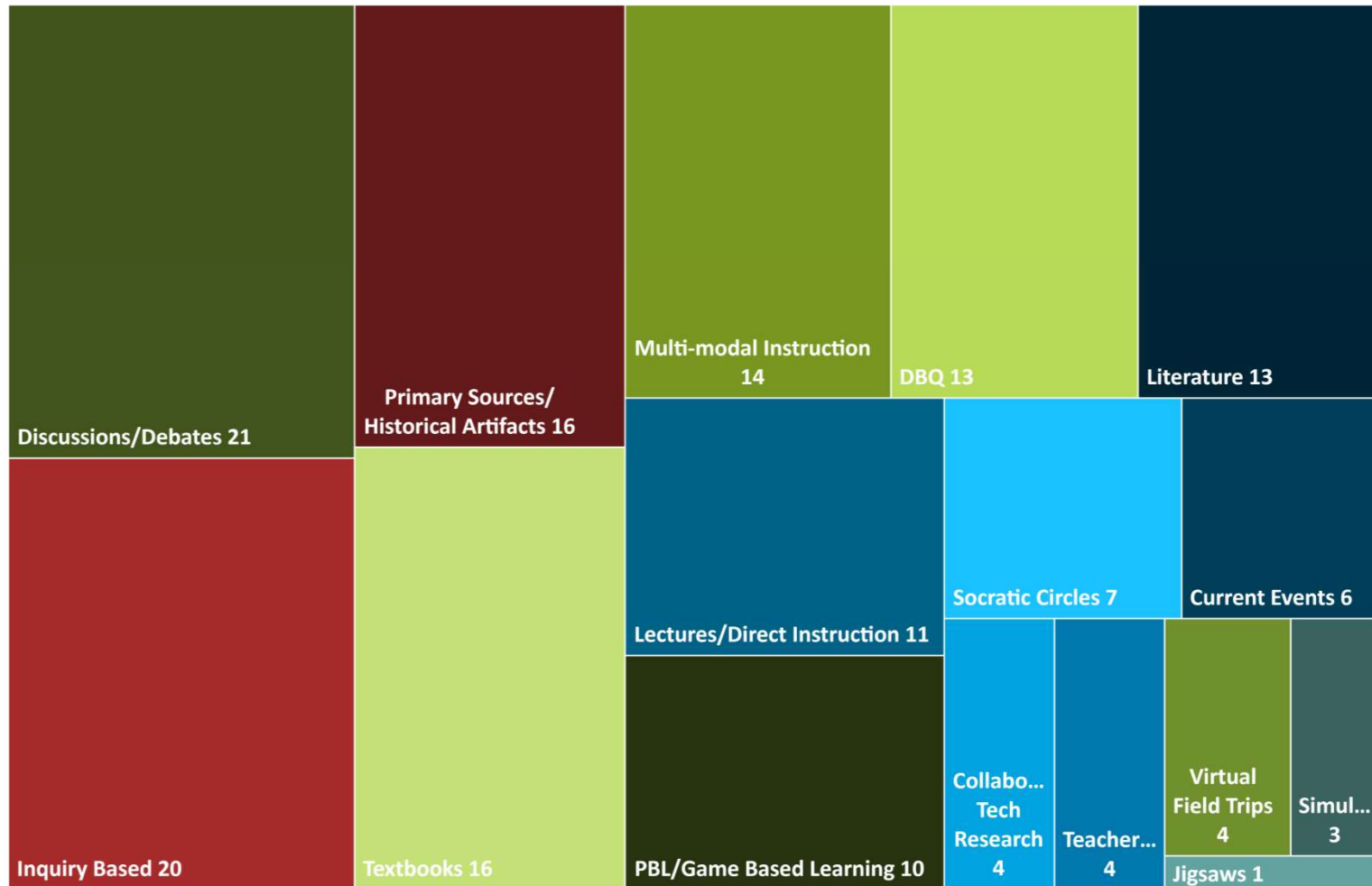


## CURRICULUM AND RESOURCES USED





## INSTRUCTIONAL METHODS



# Additional Comments

42

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- 179 responses
- Responses varied greatly:
  - Many thanks for the hard work of the task force.
  - More educational and curricular resources, professional development, and funding are needed to fully implement the standards and curriculum. (15)
  - A smaller group of districts (9) stated that the curriculum should focus on respecting everyone in America and less on specific subgroups of people.

# Additions to the Curriculum

43

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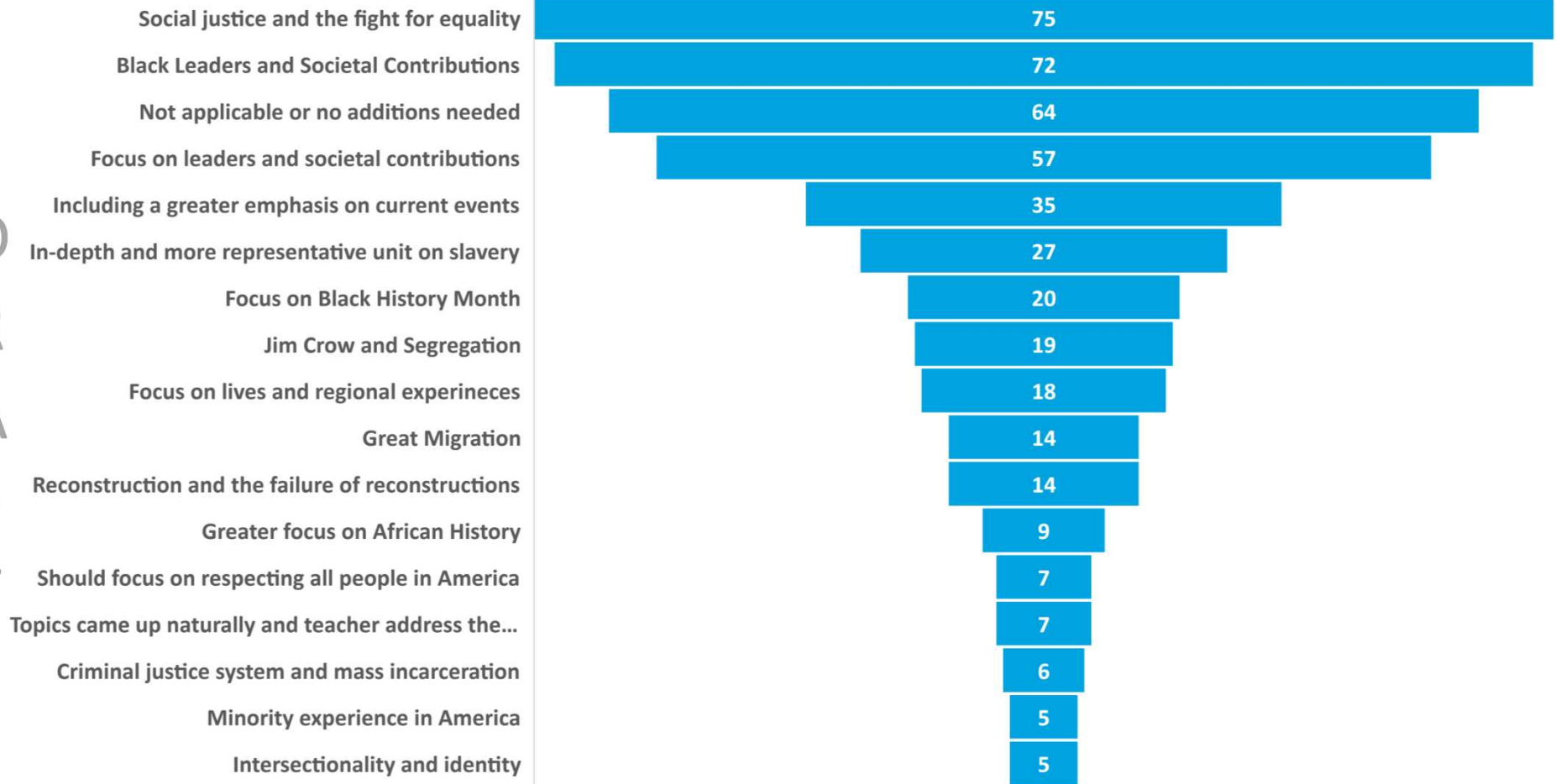
- What additional topics, themes, or content knowledge **are** you teaching about Black History?
- 349 districts responded.
- A wide variety of responses.
- 64 stated they were not currently adding anything.
- 57 added a greater emphasis on Black leaders and their contributions to society.
- 35 currently adding current events to their curriculum.



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## Topics Being Addressed



# Proposed Additions to the Curriculum

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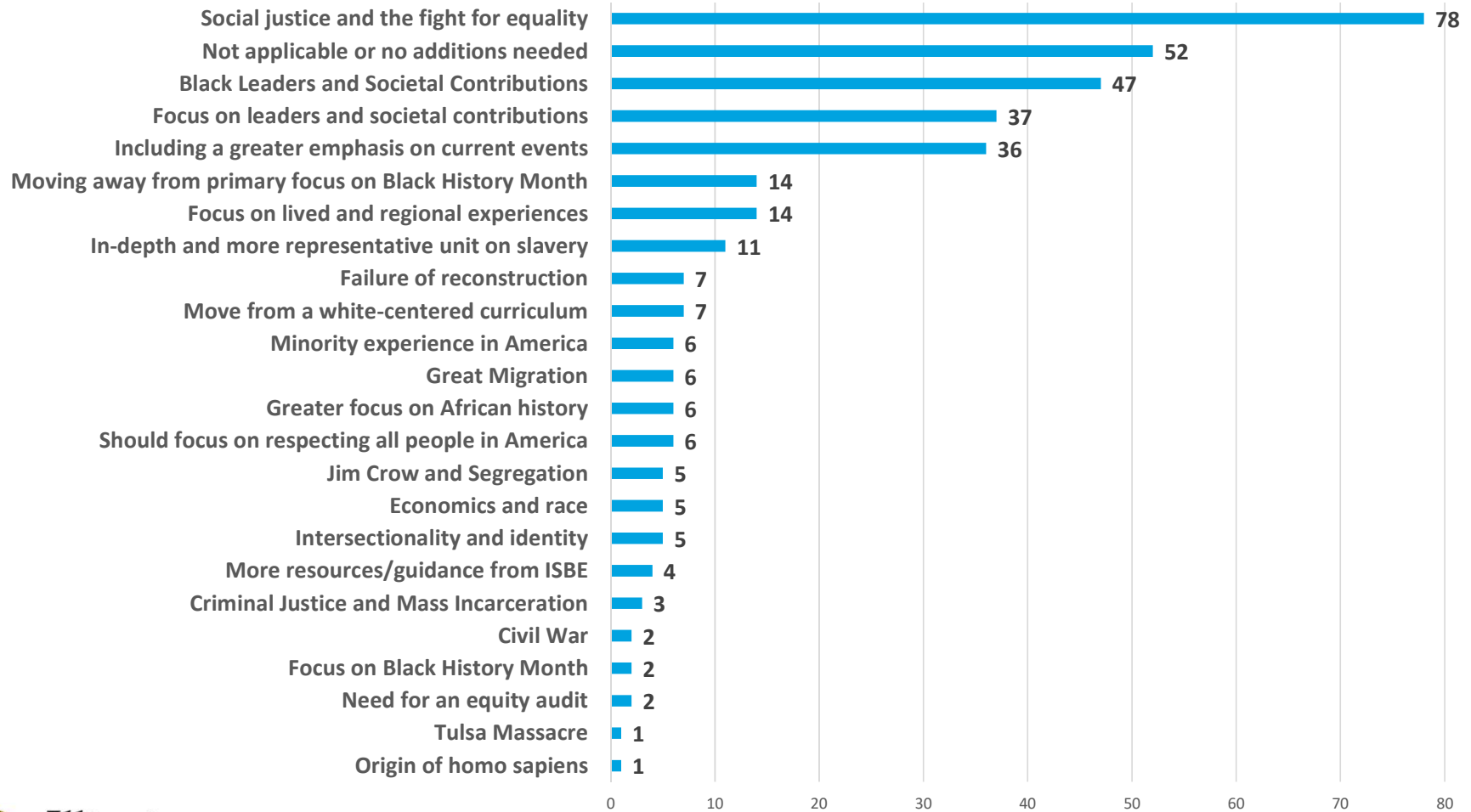
- What additional topics, themes, or content knowledge should be taught about Black History?
- 336 districts responded.
- A wide variety of responses.
- 52 districts did not feel like additions were needed or did not apply.
- 37 felt like a greater emphasis on Black leaders and major societal contributions was needed.
- 36 districts advocated for the need to add current events to the curriculum.
- Major focus on teachers using a variety of educational resources that were developmentally appropriate and met the individual needs of their students.



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## Proposed Additions



# Educational Resources Currently Used

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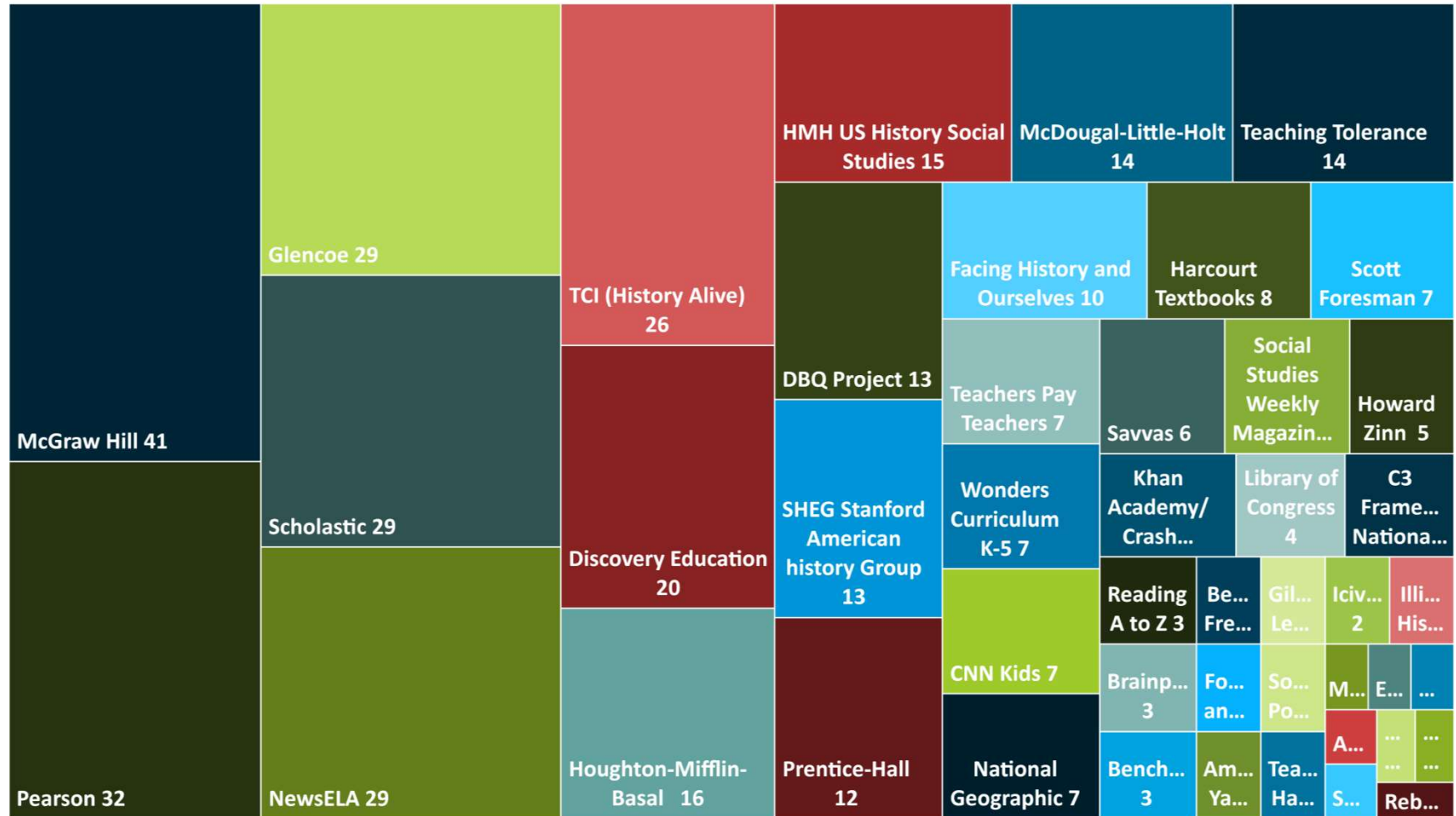
- What educational resources, which may include, but are not limited to, textbook publishers and titles are you using to implement the Social Studies curriculum in your district?
- 256 districts responded.
- Very similar responses to other survey questions.
- A wide variety of responses:
  - McGraw Hill and Pearson most popular in both elementary and high school districts.
  - Newsela was the most popular in Pk-8.
  - Facing History was the most popular among high school districts.
  - The use of primary sources (20) and literature (13) were the two most cited instructional strategies.



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# EDUCATIONAL RESOURCES CURRENTLY USED





# ISBE's Position on Teaching African American History, Protocols, and Penalties

49

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- What is ISBE's position on teaching African American history?
- Black history is integral to understanding our nation's past, present, and future; no history of this country is complete without it. All students deserve an inclusive, contextualized, empowering, and transformative Black history education. Students who participate in ethnic studies become better students, with better attendance, higher GPAs, higher test scores, more earned credits, and greater civic engagement. Effective Black history education connects to events today and progresses beyond learning about Black Americans to learning from Black Americans. Achieving this vision of Black history education for all students in all schools will lead to stronger and more just communities across Illinois.



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# ISBE's Position on Teaching African American History, Protocols, and Penalties

49

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- What are their protocols?
- And what are their penalties if their instructions are not being followed?
- ISBE includes the statutory Black history requirements in the instrument used by Regional Offices of Education to conduct compliance audits. ISBE and the ROEs offer technical assistance and supports to school districts to support compliance, and ISBE may take recognition action against school districts for significant or persistent compliance issues.



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Thank you!

Public Comments

Questions?