



Entry Plan Office of Opportunity Gaps

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Overview of Presentation

- Overview of work continuing from SY21 into SY22
- Introduction of Yozmin Gay Draper, Assistant Superintendent, Opportunity Gaps

01

ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

Equitable and Excellent Student Outcomes.

02

ACCELERATE LEARNING

High-quality schools and joyful classrooms district-wide.

03

AMPLIFY ALL VOICES

Shared decision-making, mutual accountability, and partnerships.

04

EXPAND OPPORTUNITY

Fair and equitable funding and welcoming environments.

05

CULTIVATE TRUST

Caring and competent staff that reflect our students

06

ACTIVATE PARTNERSHIPS

Expand learning beyond the classroom and connect the community to the classroom





Our Charge

2016 Opportunity & Achievement Gaps Policy

Opportunity & Achievement Gaps Policy Charge

“**Every child**, in every classroom, in every school has the same opportunity to achieve the greatness within them as anybody else. Every child [should have] the same unfettered access to every conceivable tool to unlock the greatness within them. **To achieve this requires neutralizing barriers of poverty and racism that persist despite court rulings, laws, and public policy efforts.** These barriers are insidious and are often perpetuated unknowingly, deep in the hearts of even the most well-meaning educators.”



Updated OAG Policy

OAG Policy

- 2016 OAG Policy is the engine of our anti-racism work at BPS
- OAG policy calls for revision every 6 years
- Proposing a sub-committee of the OAG Taskforce to draft initial policy change recommendations



Anti-Racism & Equity Framework

Anti-Racism & Equity Framework

- Committee of internal and external stakeholders
- Defining Anti-racism and Anti-Racist Practice
- BPS Equity Commitments
- Anti-Racist Practice & Equity Professional Learning



“Every child in every classroom in every school gets what they need.”
BPS Strategic Vision 20-25

Opportunity & Achievement Gap Policy 2016

DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES:

To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.

OBJECTIVE 5.1: Demonstrate how equity is addressed within the District's Operations.

OBJECTIVE 5.2: Demonstrate equity in student assignment, enrollment, and school closings.

OBJECTIVE 5.3: Demonstrate equity, quality, and impact in funding and resources.

OBJECTIVE 5.4: Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.

OBJECTIVE 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.

Imagine BPS 20-25





OAG Policy Goal Setting

OAG Policy Goal Setting

- Strategic Plan 1.1: Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy so that our schools are equitably funded to provide robust academic programming and social-emotional supports, giving every child what they need
- 50 Central Office Departments and 125 departments currently finalizing plans for review and feedback from ESOG and superintendent
- Academics, Schools, Accountability, Finance, Student Support, FACA, Operations, Human Capital



REPT Accountability

REPT Accountability

- Updated REPT Training
 - Completed by Executive Team 9/24
- Tracker for all in progress REPTs
- Weekly support office hours from ESOG team members and liaisons to departments
- Directive from Superintendent's office

REPT Summary Image



RACIAL EQUITY PLANNING TOOL

(1) DESIRED OUTCOMES

Describe the idea or initiative and how it will address racism and close opportunity gaps, particularly Black, Latinx, Asian, EL, Special Ed, low income students?



(2) ANALYZING GAP DATA

What does quantitative and qualitative data tell us about existing racial inequities and their root causes?

QUANTITATIVE

Must be disaggregated by race, including across EL, SPED, and low income student groups.

QUALITATIVE

If not available, this can be collected during step 3 and incorporated into the desired outcomes

(3) STAKEHOLDER ENGAGEMENT

"Nothing about us without us!"



REPRESENTATION

How did students, parents, staff reflecting marginalized communities contribute to the development of this proposal?

IMPACT

- a. Detailed description of all relevant engagement.
- b. Specific listing of racial identify of engaged stakeholders

(4) RACIAL EQUITY STRATEGIES

Do our strategies address conditions that perpetuate inequities instead of "fixing" students/other people?

How could the proposal be modified to enhance positive impacts or mitigate negative impacts?



(5) WORK PLAN

Does it ensure ongoing data collection, public reporting, and community engagement?

(6) ACCOUNTABILITY

Results publicly presented demonstrating impact on Black, Latinx, Asian, EL, Special Education, and other historically marginalized communities?

Racial Equity And Leadership (REAL) Training

- Mayor Walsh signed an Executive Order on Racial Equity and Resilience in January 2019 that included training mandate for all City employees
- Have been working with the City's training contractor, Health Resources in Action, to tailor the City Hall training for BPS employees
- 11,000 BPS employees
- Collaborating with union leaders for feedback on roll-out plan



REAL Training

Equity Roundtable System

1. Community Equity Roundtable (CERT)

BPS leaders problem solving with the larger Boston community by prioritizing the needs of our most vulnerable students, especially given the realities of COVID-19.

4. School-Based Equity Roundtables (SBERT)

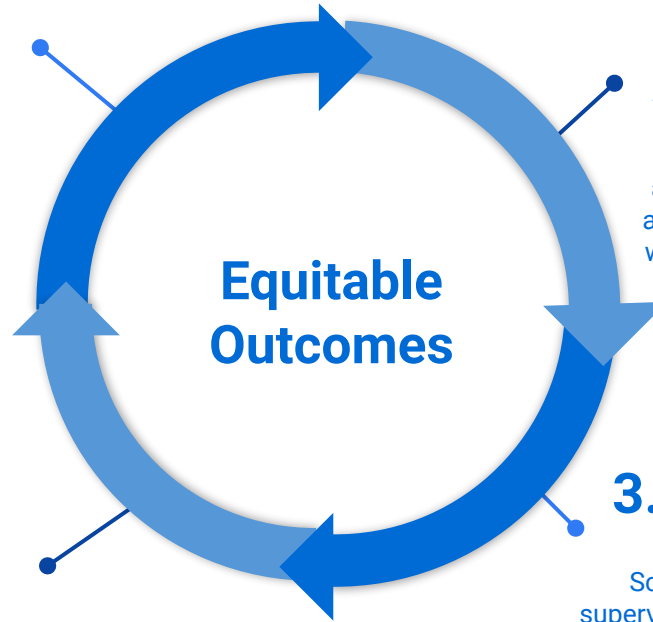
Schools conduct roundtables that engage students, families, and community partners to ensure that deliberate, tailored outreach and support are provided to the students with the most need to remove barriers, eliminate opportunity gaps, and achieve equitable outcomes.

2. Anti-Racism Leadership Equity Roundtable (ALERT)

A weekly space for district leaders to achieve coherence around what an anti-racist school district looks like, apply the Racial Equity Planning Tool, and ensure best practices consistent with the Opportunity and Achievement Gap Policy.

3. Regional Equity Roundtables

School superintendents, who each supervise 12 to 15 schools, meet with their school leaders to unpack inequities across schools within their region, share best practices, and problem solve.





Towards Anti-Racist Policy & Practice

Proposed Policy Revision

Completed

Student Data Privacy Policy
Attendance Policy

In Progress

Graduation Policy
Entrance Exams
Suspension Policy
Grading Policy
Fundraising Policy
Athletics Policy
Student Fees

Proposed

OAG Policy
Assignment & Enrollment
Equity Roundtables
Diversity & Hiring
BSC Subcommittees
MTSS/SST - Panorama



ESSER Updates

- Funded in ESSER 2:
 - Recruitment, Cultivation, and Diversity (RCD)
 - OG Office - CLSP and BPS Cares Coaching
- Under review for ESSER 3:
 - Anti-Racist Practice and Teacher Leadership Stipends
 - Equity Roundtables Network Improvement Communities
 - Exam School Initiative /Strategies for Success
 - Becoming A Man/ Working on Womanhood



New Asst. Supt of OG

Assistant Superintendent of Opportunity Gaps

Yozmin Gay Draper comes with 20 years of successful experience in teaching and learning, school and district system leadership; as well as non-profit leadership and community advocacy. Gay has served as the Director of School Support with the Achievement Network, and a Project Coach with Insight Education Group, partnering with Empowering Educators to Excel (E3) school districts to provide targeted support for educator effectiveness, leadership initiatives, and student learning.

As an Elementary School Principal, Gay was awarded the Mayor's Attendance Award for the most improved school attendance of all the schools in Baltimore City. She also served as a School Support Network Lead, managing where she led a multidisciplinary team that provided academic and operational support for a network of 17 schools in BCPSS.

Gay received her undergraduate degree from Stevenson University and a master's degree in education from the University of Maryland Baltimore County. She Yozmin is currently pursuing a doctorate in Leadership and Learning in Organizations at Vanderbilt University, Peabody where she was appointed as a member of their Leadership, Policy, and Organization Department Equity, Diversity, and Inclusion committee.

She also brings her two awesome children, Jadin, 17, and Aniyah, 14, who are now BPS students. When she isn't advocating for children, she's on the sidelines watching her son play basketball or her daughter run track.



Policy Implementation

Collaboration with the Division of Schools and Division of Academics to align OAG Policy Goals to School Quality Plans and the coordination of School-Based Equity Round Tables.

- Teacher leader model (school-based CLSP & ERT (Equity Round Table) Coaches)

Collaboration with Department Leads to support and monitor the OAG goal alignment with Work Plans.

- Monthly meetings with DL to strategize and problem solve OAG policy implications for their work streams.

Collaboration with the Deputy Superintendent of Academics and Content Leads to create a system of anti-racist interrogation across all curriculum content and programming.

- Martin, D. B. (2012). Learning mathematics while Black. *Educational Foundations*, 26, 47-66.
- Barajas-López, F. & Larnell, G.V. (2019). Unpacking the link between equitable teaching practices and Standards for Mathematical Practice: Equity for whom and under what conditions? *Journal for Research in Mathematics Education*, 50(4), 349-361.
- Larnell, G.V., Boston, D., & Bragelman, J. (2014). The stuff of stereotypes: Toward unpacking identity threats amid African American students' learning experiences. *Journal of Education*, 194(1), 49-57.



Capacity Building

School-Based CLSP Professional Learning and Planning through Teacher-Leader Model

- Collaboration with Academic Superintendents, Academic Directors, and School-based Instructional Coaches to incorporate CLSP in school based professional learning, teacher planning, and ILT implementation.
- Early Warning Indicator Coaching - Individualized support for school in developing data reflection cycles that reveal student instructional and social emotional needs and recommendations for closing gaps.

District-Facing Anti-racist Professional Learning and Planning

- Monthly professional learning opportunities for Senior Leads, Division Leads, and Directors to build leadership capacity around centering anti-racist concepts and practices in designing, strategic planning, and decision making.
- Fireside Chats
- Monthly Division Coaching Sessions with Equity Coaches (individualized attention for shifts in practice)



Building Communities of Learning & Practice

ALERT (Anti-racist Leadership Equity Round Table)

- Monthly Convening of Senior Leads, Division Leads, Academic Superintendents, ESOG-OOG, and the Superintendent to examine problems of practice district-wide. The purpose of this collaboration is to gather professionals of various perspectives/purviews in the effort to learn and approximate around solutions that are driven in anti-racist beliefs and practices (results-driven).

SBERT (School Based Equity Round Table)

- Monthly professional learning opportunities for Senior Leads, Division Leads, and Directors to build leadership capacity around centering anti-racist concepts and practices in designing, strategic planning, and decision making.
- Principal Professional Learning
- Fireside Chats
- Monthly Division/Department Coaching Sessions with Equity Coaches (individualized attention for shifts in practice)

CERT (Community Equity Round Tables)

- Monthly convening of community members and advocates to discuss Anti-racist strategies to close opportunity gaps and engage in problems of practice and solutions on areas of focus.