



Boston Public Schools

# OAG Task Force Priorities

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OAG Task Force Meeting | November 30, 2021

Priority	Why? (How does this address opportunity gaps in BPS)	District Collaborations	Investments (Resources)
<p><b>Anti-Racist Strategic Leadership Cohort</b> Development of a Community of Learning and Practice (COLP) around Anti-racist school design.</p>	<ul style="list-style-type: none"> <li>• Together, school leaders and teachers learn, approximate, and design anti-racist systems &amp; structures within their schools communities over time.</li> <li>• 4-month Leadership Learning Cohort</li> <li>• Voluntary</li> <li>• One-off professional developments do not change adult practice (Current practice of BPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Wholeness &amp; Wellness</li> <li>• School Leader Professional Learning</li> <li>• School Superintendents</li> <li>• School Leaders</li> <li>• BTU Teacher Professional Learning</li> <li>• Division of Accountability - Transformation Schools</li> </ul>	<p>Applied for the Department of Elementary &amp; Secondary Education Grant (DESE) - Social Emotional Learning</p> <ul style="list-style-type: none"> <li>• Acquire a consultancy for course design, content planning, and facilitation of the COLP</li> <li>• Stipend teachers for participation with their school leaders</li> </ul> <p>Partnership with Teach Point</p> <ul style="list-style-type: none"> <li>• Curate resource and materials for the cohort</li> <li>• Consultation</li> <li>• National networking</li> <li>• Provide funding for teacher participation</li> </ul> <p>The superintendent will review the ESSER proposal.</p>

<b>Priority</b>	<b>Why?</b> (How does this address opportunity gaps in BPS)	<b>District Collaborations</b>	<b>Investments (Resources)</b>
<p><b>Innovative/Targeted Programming</b></p> <ul style="list-style-type: none"> <li>➤ 10 Boys/10 Girls</li> <li>➤ Coalition of Schools Education Black Boys of Color</li> <li>➤ Exam School Initiative Program</li> <li>➤ Apprenticeships</li> <li>➤ Entrepreneurship Education</li> <li>➤ Visual and Performing Arts Programs</li> <li>➤ STEM programs</li> <li>➤ Family/community/school partnerships - community schools</li> </ul>	<ul style="list-style-type: none"> <li>● Connecting students to programming that cultivates interest, talent, and opportunity that they otherwise would not have just in academia.</li> <li>● Opportunities for black and brown children, multilingual children, and children with disabilities are historically inequitable.</li> <li>● The difference between success and failure can be opportunities offered or lack thereof.</li> </ul>	<ul style="list-style-type: none"> <li>● Student and Community Impact</li> <li>● Division of Academics</li> <li>● School Superintendents</li> <li>● School Leaders</li> <li>● Teachers</li> <li>● Health and Wellness</li> <li>● Family, Community, and Student Advancement</li> </ul>	<p><b>Hiring - Coordinator of Targeted Programming</b></p> <ul style="list-style-type: none"> <li>● Manage, cultivate, and scale student programming</li> <li>● Work with school and district leadership on tailoring programming/partnerships to the needs of BPS students</li> <li>● Elevate student leadership and voice</li> </ul>

## Priority

### Recruiting & Retention of Teachers of Color

2-day conference in Spring 2022 - bringing HBCU students and students of Hispanic/Latinx serving institutions together to participate in BPS recruitment, hiring, supports, and investments into their candidacy.

## Why?

(How does this address opportunity gaps in BPS)

- Teacher diversity benefits everyone.
- Teachers of color tend to provide more culturally relevant teaching and better understand the situations that students of color may face. These factors help develop trusting teacher-student.
- Black teachers tends to have a much higher estimation of the student's academic abilities than non-black teachers.
- Perceptions of white students' behavior and academic ability were similar regardless of their teacher's race.

Irvine, J. J. (1988). An analysis of the problem of disappearing Black educators. *The Elementary School Journal*, 88(5), 503-513.

## District Collaborations

- Office Recruitment, Cultivation, and Diversity

## Investments (Resources)

Partner with Insight Education Group on the development of an Networked Improvement Community around Recruitment & Retention of Teachers of Color.

[https://f.hubspotusercontent20.net/hubfs/258326/equity-ebook-v6-new-flow%20\(2\).pdf](https://f.hubspotusercontent20.net/hubfs/258326/equity-ebook-v6-new-flow%20(2).pdf)

Funding through ESSER

# OAG Policy - District Accountability

- OAG Policy Revision Workgroups led by Dr. Grandson
- OAG Policy Department Consultation Structure & Coaching
- School-based Equity Roundtables Support & Coaching
- OAG Policy Implementation Dashboard established by January 2022



OAG Policy  
District Accountability

# SY 21-22 OAG Policy Implementation Support

**Phase 1** Evaluate the alignment of department goals with the OAG policy by objective.

**Phase 2:** Focused coaching and support with departments for sharpening high leverage goals with most direct student impact.

**Phase 3:** Ongoing support with departmental reflection on progress measures through each quarter.

★ Led by Dr. Keisha Valdez, Director of OAG Policy Implementation



**OAG Policy Implementation  
Support**

# Measuring Impact

## Short-term Impact

Implementation of Anti-racist Strategic Leadership Cohort with 33 transformation schools -

- Schools have an evidence-based redesign of student learning with an anti-racist frame.

Each student within 10 schools is connected to a targeted program.

BPS is currently at 23% in retaining Black teachers and 11% in retaining Hispanic/LatinX teachers.

- Hire 10 teachers of color by the start of the 2022-2023 school year.

## Long-term Impact

The Anti-racist Strategic Leadership Cohort expands throughout the district as a model for equity/anti-racist leadership.

Each school in BPS is connected to programming tailored to the needs of their students and their greater school communities

Within the next 3-5 years, BPS will have a teacher workforce that reflects the demographics of its students.