OAG Task Force Priorities

Yozmin Gay Draper
Assistant Superintendent, Office of Opportunity & Achievement Gaps

Dr. Charles Grandson
Chief Equity, Strategy, & Opportunity Gaps

OAG Task Force Meeting I November 30, 2021
<table>
<thead>
<tr>
<th>Priority</th>
<th>Why? (How does this address opportunity gaps in BPS)</th>
<th>District Collaborations</th>
<th>Investments (Resources)</th>
</tr>
</thead>
</table>
| **Anti-Racist Strategic Leadership Cohort** Development of a Community of Learning and Practice (COLP) around Anti-racist school design. | • Together, school leaders and teachers learn, approximate, and design anti-racist systems & structures within their schools communities over time.  
• 4-month Leadership Learning Cohort  
• Voluntary  
• One-off professional developments do not change adult practice (Current practice of BPS) | • Wholeness & Wellness  
• School Leader Professional Learning  
• School Superintendents  
• School Leaders  
• BTU Teacher Professional Learning  
• Division of Accountability - Transformation Schools | Applied for the Department of Elementary & Secondary Education Grant (DESE) - Social Emotional Learning  
• Acquire a consultancy for course design, content planning, and facilitation of the COLP  
• Stipend teachers for participation with their school leaders  
**Partnership with Teach Point**  
• Curate resource and materials for the cohort  
• Consultation  
• National networking  
• Provide funding for teacher participation |

The superintendent will review the ESSER proposal.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Why?</th>
<th>District Collaborations</th>
<th>Investments (Resources)</th>
</tr>
</thead>
</table>
| **Innovative/Targeted Programming** | • Connecting students to programming that cultivates interest, talent, and opportunity that they otherwise would not have just in academia.  
• Opportunities for black and brown children, multilingual children, and children with disabilities are historically inequitable.  
• The difference between success and failure can be opportunities offered or lack thereof. | • Student and Community Impact  
• Division of Academics  
• School Superintendents  
• School Leaders  
• Teachers  
• Health and Wellness  
• Family, Community, and Student Advancement | Hiring - Coordinator of Targeted Programming  
• Manage, cultivate, and scale student programming  
• Work with school and district leadership on tailoring programming/partnerships to the needs of BPS students  
• Elevate student leadership and voice |
<p>| ➢ 10 Boys/10 Girls          |                                                                      |                                                                                         |                                                                                         |
| ➢ Coalition of Schools Education Black Boys of Color |                                                                      |                                                                                         |                                                                                         |
| ➢ Exam School Initiative Program |                                                                      |                                                                                         |                                                                                         |
| ➢ Apprenticeships           |                                                                      |                                                                                         |                                                                                         |
| ➢ Entrepreneurship Education |                                                                      |                                                                                         |                                                                                         |
| ➢ Visual and Performing Arts Programs |                                                                      |                                                                                         |                                                                                         |
| ➢ STEM programs            |                                                                      |                                                                                         |                                                                                         |
| ➢ Family/community/school partnerships - community schools |                                                                      |                                                                                         |                                                                                         |</p>
<table>
<thead>
<tr>
<th>Priority</th>
<th>Why?</th>
<th>District Collaborations</th>
<th>Investments (Resources)</th>
</tr>
</thead>
</table>
| Recruiting & Retention of Teachers of Color | 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.  
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
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
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.