



BPE



REPORT TO OUR COMMUNITY
2012

STUDENT SUCCESS. NOTHING LESS.

At BPE we commit to nothing less than student success. We believe that every child should have the right to a quality public education and that Boston can be the first city to fulfill this basic promise of our democracy. Our mission is to drive exceptional outcomes for all students by developing great teachers and great schools. We prepare and support a diverse group of talented teachers for Boston's schools, and we partner to create strong schools where teachers can do their best work and children learn at their highest potential. With our innovative and replicable models of teacher and school development, BPE is a powerful force for reframing schooling in Boston.

Our Priorities

Drawing on almost 30 years of experience working to improve urban schools, BPE is committed to three integrated priorities:

- Prepare and support a diverse group of highly effective teachers for Boston's schools through a best-in-class teacher preparation and development program.
- Ensure broad student success in partner schools by cultivating ambitious instruction in every classroom with a coherent, data-driven approach to school improvement.
- Create break-the-mold new schools that ensure all students are prepared to succeed in college and career.



Dear friends,

It has been an exciting and productive year here at BPE. We've refined and greatly improved our teacher residency program, concentrated and sharpened our support for a number of Boston schools, and successfully launched a new school. Through our school-based partnerships, teacher residency, and more than 300 residency alumni, we reach more than 20,000 Boston children each day.

An important theme characterizes our outlook: *Going it alone doesn't work*. As an organization dedicated to developing high-quality educators, we've been excited by the growing national attention on effective teaching. But we also know that there is no way to build a great education system for *all* children if we focus on only one teacher at a time. Teachers get better and smarter by working together; schools succeed by creating the conditions to ensure that students have access to the specific resources and instruction they each need. This can happen only if we redesign teachers' roles and the schools in which they teach.

The next wave of school improvement requires innovation and a shift from a focus on the individual to the creation and implementation of new *systems*

designed to help all students learn. At BPE, we have stepped up to take on this challenge.

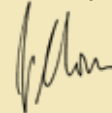
BPE as an organization cannot go it alone either. The depth of the challenge of providing every child with a quality education is more than any one organization, however strong, can take on by itself. Our partnership with the Dudley Street Neighborhood Initiative will

result in a more robust, more innovative, and more grounded new school than we could have created ourselves. Last year, students at the Burke High School were better supported after we joined forces with City Year corps members. With more strategic partnerships like these and careful coordination of everyone's efforts, we are getting

closer to the day when every child in Boston has the opportunities and support they need to succeed.

We look forward to engaging with partners like you to realize that vision.

Sincerely,



JESSE SOLOMON, EXECUTIVE DIRECTOR



OUR STRATEGY FOR STUDENT SUCCESS



**Boston
Teacher
Residency**

We prepare and support a diverse group of highly effective teachers for Boston's schools.



Student Success. Nothing Less.

Our goal: Every child served by BPE achieves at least one year of growth each academic year.



**Teaching
Academies**

We are creating a network of schools in which every student acquires the knowledge and skills for success and teachers learn and grow together.



**Strategic
School
Partnerships**

We provide intensive support to partner schools with team-led, data-driven strategies that ensure broad student success.

BPE'S STRATEGIC EFFORTS IN 2012

During 2011-2012, with new Executive Director Jesse Solomon taking the lead, BPE took practical steps to put a new strategic vision into practice.

We concentrated our teacher residency model.

- Reduced the number of teacher residency partner schools and deepened our engagement in each.
- Increased the number of teacher residents in each partner school, and clustered residents by content area and grade level, such as high school math.
- Integrated support to residents, mentors, and graduates with a new cadre of Clinical Teacher Educators.

We built intensive, whole-school partnerships.

- Placed a dedicated BPE data analyst at each residency partner school, responsible for presenting data to teachers, leadership teams, students, and families to enable them to track their progress against goals and make evidence-based decisions.
- Created a new BPE-partner school agreement for 2012-2013 to support dramatic student learning gains across grade levels and content areas and to move toward greater school coherence.

We planned and launched Boston's first teaching academy.

- Partnered with the Dudley Street Neighborhood Initiative and the Boston Public Schools to re-open a closed public school as a new Horace Mann charter school in the Dudley neighborhood.
- Moved Dudley Street Neighborhood Charter School from concept to launch; the dramatically redesigned school opened in September with 132 children.

“The most powerful interventions are those that create the conditions for high-quality instruction at scale – in every classroom, every day.”

JESSE SOLOMON, BPE EXECUTIVE DIRECTOR



ADDITIONAL BPE SUPPORT FOR GREAT TEACHERS

The **Boston Teacher Leadership Resource Center** helps experienced teachers lead improvement in their schools as mentors, team facilitators, and instructional leaders with graduate-level courses and web-based resources and tools.

The **Fund for Teachers** honors the hard work of teaching with grants to individual teachers and teams for self-designed summer learning projects. Find a full list of teacher grantees and their projects on page 11.

“Because of BTR I don’t feel alone in this work; I feel like I’m a part of something HUGE.”

**KATI DELAHANTY, BTR GRADUATE,
ENGLISH LANGUAGE ARTS TEACHER
AT CHARLESTOWN HIGH SCHOOL**

BOSTON TEACHER RESIDENCY

Of all the in-school influences on a child’s academic success, teaching makes the biggest difference.

Boston Teacher Residency (BTR) gives talented and diverse aspiring teachers (“residents”) a year of intense clinical preparation in Boston schools. Under the guidance of Clinical Teacher Educators and seasoned mentor teachers, residents complete a master’s degree program that weaves together theory and classroom practice.

Residents commit to teach in the Boston Public Schools (BPS) for three years after graduation and continue to receive support as they develop into exceptional teachers. Eighty percent of all BTR graduates who began teaching in Boston remain in BPS today; 90% of our graduates are still working in the field of education.

BTR by the Numbers

- More than 400 high-quality teachers have been prepared since 2003.
- 49% of graduates are teachers of color.
- 37% of graduates teach in the high-need areas of special education or English as a Second Language.
- 55% of secondary teachers teach math or science.
- 84% of graduates in BPS are rated “above average” in content knowledge by principals.



REFINED RESIDENCY

During 2011-2012, we introduced changes to the design of our residency program intended to continue to improve the achievement of students in our graduates' classrooms.

- Set student learning goals for every resident/mentor team and each annual class of graduates to keep the focus on student learning.
- Refined our resident recruitment and selection process and increased the rigor of our standards for participation in order to raise the bar of teacher quality.
- Introduced common instructional practices across every element of the residency to ensure a consistent standard of quality among our graduates.
- Completed planning to concentrate the program in four Residency Affiliate Schools and one Teaching Academy to deepen impact on student learning.
- Created a new corps of Clinical Teacher Educators to serve as course instructors and instructional coaches, bridging theory and practice for residents and facilitating instructional improvement across teacher teams in partner schools.

Host schools particularly appreciated the role our Clinical Teacher Educators played in addressing critical school challenges, such as improving literacy instruction. Teacher residents routinely cited the Clinical Teacher Educators as critical to their professional development.

97% of principals would recommend hiring a Boston Teacher Residency graduate to a colleague.

In November 2011, Boston Teacher Residency was named one of six finalists for the Innovations in American Government Award from the Ash Center for Democratic Governance and Innovation at the John F. Kennedy School of Government, Harvard University.



STRATEGIC SCHOOL PARTNERSHIPS

Even great teachers, working in isolation, can't do it all alone. The heterogeneity of students in every class requires collaboration and sharing of expertise. BPE's strategic school partnerships aim to help schools transform themselves into great schools by coordinating everyone's efforts to achieve one goal: student success. Research shows that high-performing schools share two key practices of "coherence." First, they adopt a school-wide system of agreed-upon best teaching practices, aligned across all grades and content areas. Second, through assessments that measure what students actually learned, they create built-in methods for the continuous improvement of teaching across the school. Teamwork plays a critical role in our intensive school partnerships. BPE coaches and data analysts collaborate with teachers and administrators to create systems that address the needs of each learner and that lead to better outcomes for every student.

How BPE Supports Great Schools

- A pipeline of high-quality teachers and teacher leaders, with ongoing development and support as they grow in the profession.
- Intensive data support to help teachers work in teams to track each student's progress, understand challenges, and devise solutions that they implement together to achieve better outcomes.
- Team coaching and facilitation to help staff make evidence-based decisions and implement ambitious, aligned instruction in every classroom.



“The data and facilitation support BPE provides are helping us translate ambitious goals into daily improvements with students.”

LINDSA MCINTYRE, HEADMASTER
JEREMIAH E. BURKE HIGH SCHOOL

MORE POWERFUL PARTNERSHIPS

During the last year, we moved to intensify the impact of our residency and school support by laying the groundwork to combine teacher preparation with school improvement. Next year, we will concentrate our work in four Residency Affiliate Schools and three additional partner schools with large numbers of BTR graduates.

Intensified partnerships will help us refine our approach to developing schools with the systems needed to drive better student outcomes. By combining BPE resources — including our residents, instructional coaching, data services, teacher study groups, and leadership coaching — we can help a small group of schools transform themselves in ways that are significant, sustainable, and replicable.

We have created a new Memorandum of Understanding with partner schools that reflects a mutually agreed-upon vision of coherent, data-driven, ambitious instruction throughout a school and recognizes the important role of the school leader as a driver of change. BPE, in turn, has made a commitment to hold itself accountable for how much students learn in every partner school.

TURNAROUND AT THE BURKE

Two years ago, the Jeremiah E. Burke High School was designated a low-performing turnaround school by the state of Massachusetts. In the past year, the school made impressive improvements:

- A nine-percentage point jump in the four-year graduation rate.
- A major gain in the percentage of students passing the MCAS exams: 15 percentage points in science, 12 percentage points in English, 11 percentage points in math.
- A drop in in-school suspensions from 450 in 2007 to just 50 last year.
- An upward trend of increased attendance to a current high of 90 percent.

BPE has been a close partner in this process, providing coaching to the 17 Boston Teacher Residency graduates at the Burke and their colleagues, and helping to facilitate the work of the school's Instructional Leadership Team and its teacher-led inquiry groups. With support from BPE, Burke teachers, school leaders, and partners learned to use frequent analyses of course grades, attendance, discipline, and other information to identify and help struggling students.



BPE TEACHING ACADEMIES

This year, we took that concept one step further by creating Boston’s first “Teaching Academy,” based on the idea of a teaching hospital. The Dudley Street Neighborhood Charter School, created through a partnership among BPE, the Dudley Street Neighborhood Initiative, and the Boston Public Schools, opened its first three grades this fall and will eventually serve grades pre-K through 5. Despite all of the advances and innovations of the last hundred years, too many schools operate on a century-old model which does not serve all children. Boston needs new school designs where both teachers and students can succeed.

We plan to create several additional Teaching Academies in the coming years. By building on the strength of the community, our schools will engage partners to meet more student needs—including health care and social services—than we can meet alone. These schools will not only serve the students they educate well; they will also be lab sites where teachers throughout Boston learn effective teaching practices and advance as professionals.

Dudley Street Neighborhood Charter School

In little more than one year, BPE’s new Dudley Street Neighborhood Charter School moved from concept to launch, thanks in large part to strong neighborhood demand for a quality school to occupy the building left empty when the former Emerson Elementary School on Dudley Street closed. This September, the old building reopened as a very new kind of school.

As an in-district charter school, the Dudley Street Neighborhood Charter School will have broad power to innovate in response to student needs. Data about students will play a key role in informing teaching strategies and how time, staff, and resources are used. The school will break the “egg-crate” model of one teacher for 25 students, and have a dynamic schedule designed around students’ needs.

Following the teaching hospital model, a core group of teacher residents will be mentored by expert educators, while acting as additional support to students and contributing to a professional culture that seeks excellence in teaching.

With the support of the Dudley Street Neighborhood Initiative, more than 100 neighborhood residents attended a series of community meetings to help design the school and define neighborhood expectations for excellence. More than 300 families entered a citywide lottery for the first 132 seats. We are proud to be part of Superintendent Carol Johnson’s and the Boston School Committee’s *Expanding Access to Excellence* initiative to increase the number of great schools for Boston families.

“With a focus on creating great teachers *and* great schools, BPE is committing to achieve exceptional outcomes for all of the students in the classrooms and schools we support.”

CHAD GIFFORD, BOARD CHAIR, BPE



“I really appreciated how BPE worked with the neighborhood and folks in the neighborhood in a respectful way, in an engaging way... That’s what I think makes this work possible.”

**JOHN BARROS, EXECUTIVE DIRECTOR
DUDLEY STREET NEIGHBORHOOD INITIATIVE**

2012-2013 SCHOOL PARTNERS

Boston Community Leadership Academy*
Jeremiah E. Burke High School*
Charlestown High School
Dudley Street Neighborhood
Charter School**
The Harbor School
Orchard Gardens K-8 Pilot School*
Young Achievers Science and
Math Pilot School*

* Residency Affiliate School

** Teaching Academy

NATIONAL COLLABORATORS

Breakthrough Collaborative
City Year
Fund for Teachers
New Visions for Public Schools
The Posse Foundation
Public Education Network
Urban Education Institute
(University of Chicago)
Urban Teacher Residency United

COMMUNITY PARTNERS

Boston Public Schools
Boston Teachers Union
Cambridge College
Cambridge Education
Center for Education Policy
Research at Harvard University
City Connects
Dudley Street
Neighborhood Initiative
Education Matters
The Food Project
José Mateo Ballet Theatre
Massachusetts Service Alliance
New Sector Alliance
Playworks
TERC
UMass Boston
Wheelock College

2012 FUND FOR TEACHERS

This year, we selected 29 Boston teachers representing 21 schools to receive Fund for Teachers awards. During the summer of 2012, these Fund for Teachers Fellows embarked on self-designed learning odysseys as scholars, researchers, and adventurers. They pursued scientific studies, participated in seminars, traveled to distant destinations, volunteered with community organizations, and expanded their knowledge base of the subject matter they teach. These teachers return to their classrooms ready to inspire their students and school communities.



Jennifer Frazier

Adams Elementary School

Jodi Doyle

Eliot K-8 School

Marina Boni

Mendell Elementary School

Observe the municipally run preschool programs in Reggio Emilia, Italy.

Christine Kennedy & Patricia Minniti

Boston Community Leadership Academy

Enroll in the Creativity Workshop in Barcelona, Spain, and a language immersion course in Málaga, Spain.

Joseph Boulanger & Jennifer Mills

Boston Day & Evening Academy

Research Tanzania's rich biodiversity and evolutionary significance.

Joshua Schulze

Boston International High School

Participate in the 39th International Systemic Functional Linguistic Conference at the University of Technology in Sydney, Australia, and visit four schools.

Fabienne Mondesir

Boston Latin Academy

Carminia Castillo

Fenway High School

Volunteer with a low-income community school and meet with governmental organizations in the Dominican Republic.

Lynn Burke & Melissa Soto Figueroa

Boston Latin School

Explore Russia's literary, historical, and cultural landscape depicted in the works of Gogol, Tolstoy, Nabokov, and Pushkin.

Riana Good

Boston Teachers Union School

Study Afro-Cuban percussion and identity at the Conjunto Folklórico Nacional in Havana, Cuba.

Robin Mankel

Brighton High School

Collect data and visual images from geometrically rich and culturally relevant sites in Spain and Portugal.

Reginald Toussaint

Charlestown High School

Travel to Haiti and cities in North America to study the long-term impact of foreign occupation.

Colleen Leary

Curley K-8 School

Participate in yoga teacher training programs at the Kripalu Center for Yoga & Health in Stockbridge, MA, and the Integral Yoga Institute in New York City.

Richard McDonough

East Boston High School

Study the history and geography of the Eastern Front of World War II in Germany and Poland.

Joseph Cheung

Fenway High School

Jessica Tsai

Quincy Upper School

Research the effects of microloans for China's minority migrant workers.

Chadwick Johnson

Fenway High School

Investigate the Incan civilization through a mathematical lens in Peru.

William Gould

Hurley K-8 School

Volunteer at a sustainable coffee farm and literacy center in the Dominican Republic.

David Ramsey

Lee Academy

Attend the Global Conference on Making Sense of Play at the University of Oxford, then visit England's acclaimed adventure playgrounds.

Judy McClure, Brendan Murphy & Beatrice Pacheco

Lyndon K-8 School

Observe the Dominican Republic's school system, natural environment, and culture.

John Padula

Lyndon K-8 School

Examine the legacy of apartheid by visiting key sites and rural schools in South Africa.

Olivia Peters

McKinley Schools

Sarah Reed

Young Achievers

Retrace the journeys of Korean protagonists in the novels *A Single Shard* and *So Far from the Bamboo Grove*.

Rebecca Flom

Murphy K-8 School

Conduct research at Ellis Island and the Tenement Museum on New York's Lower East Side.

FY12 INSTITUTIONAL FUNDING PARTNERS

Ash Center for Democratic Governance
and Innovation, Harvard University

Bank of America

Barr Foundation

Boston Foundation

Boston Public Schools

BPE/Bank of Boston Endowment
Funds at the Boston Foundation

BPE/Hancock Endowment at the
Boston Foundation

BPE/Goodwin Proctor and Hoar
Endowment at the Boston Foundation

Croll Foundation Trust
(David and Victoria Croll)

Eos Foundation

Fund for Teachers

Gifford Family Foundation

Global Atlantic Partners

Harold Whitworth Pierce
Charitable Trust

Jacobson Family Foundation

JP Morgan's Education Collaboration Fund

Massachusetts Service Alliance

National Grid Foundation

Nutter McClennen & Fish, LLP

Richard and Susan Smith
Family Foundation

Shapiro/Fleishman Fund at
the Boston Foundation

Shippy Foundation

State Street Corporation

State Street Foundation, Inc.

Strategic Grant Partners

U.S. Department of Education

W. Clement & Jessie V. Stone Foundation

Walmart Foundation

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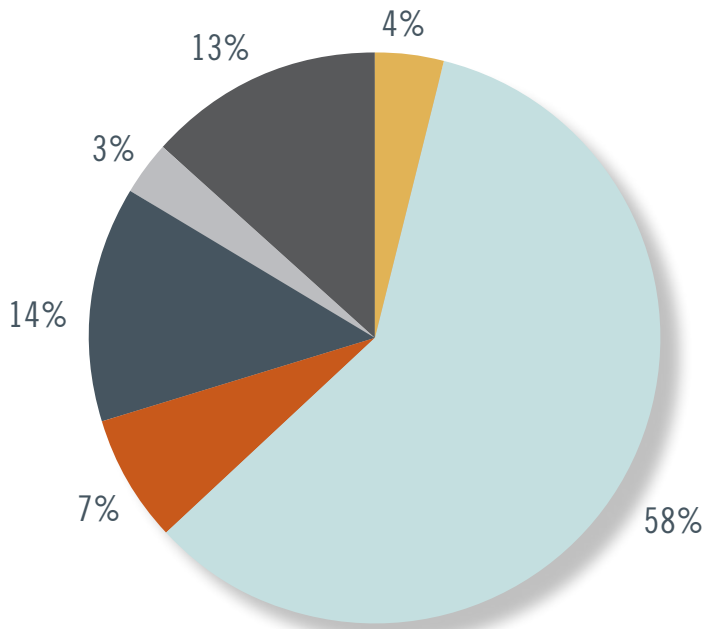
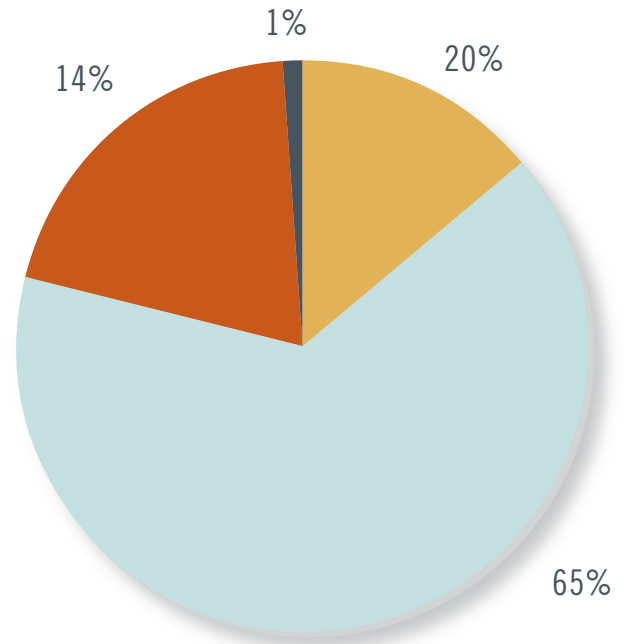
Boston Public Schools
(ex officio)

FINANCIAL REPORT

Revenue Sources

Government	\$4,819,551	65%
Foundations	\$1,513,500	20%
Other	\$60,314	1%
Endowment	\$1,011,873	14%

Total Revenue \$7,405,238

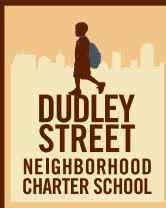


Expenses by Function *(unaudited expenses as of 6/30/12)*

Research & Evaluation	\$301,420	4%
Residency	\$4,299,536	58%
Development	\$515,407	7%
School/Teacher Support	\$1,054,080	14%
Dudley Street Neighborhood Charter School	\$244,887	3%
General Administration	\$989,907	13%

Total Expenses \$7,405,237





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