



BPE Annual Report: Fiscal Year 2013

Dear friends and supporters,

It's been a busy year at BPE, as we launched two major initiatives and continued to innovate, learn, and sharpen our approach to developing great teachers and great schools for Boston children.

A new school: In September 2012, our first Teaching Academy—the Dudley Street Neighborhood Charter School—welcomed its first students in preK through first grade. With an extended school day, data-driven instruction informed by formative assessments, and flexible classrooms, the school is designed to match students with the instruction they need when they need it to ensure our goal of proficiency for all. Staff, partners, families, and students invested a great deal in making this year a great one, and their efforts paid off: the vast majority of students are already on track to read proficiently by third grade.

A strengthened promise: This spring, we received a three-year, \$3.4M AmeriCorps grant to launch the Boston Promise Corps, a partnership with the Dudley Street Neighborhood Initiative, Governor Patrick, and Mayor Menino that will recruit a corps of dedicated volunteers to help close the achievement gap in the Dudley neighborhood. A new group of 27 Dudley Promise Corps members will support extended-day activities and classroom learning in two schools in the Dudley neighborhood: the Dudley Street School and Orchard Gardens. For some, it will be first step toward pursuing careers in teaching with Boston Teacher Residency (BTR).

BPE remains committed to sharing what we're learning with peers who share our mission of success for every child. This year, we captured several important strands of our work in a new series of issue briefs (available at www.bpe.org), and our staff presented regularly at national conferences and in many local forums.

In the year ahead, we'll be deep in the planning stages of an expansion of the Dudley Street School and launch of a second in-district charter school in 2015. We will continue to hone our instructional support model and expand on promising new strategies, including a new, two-year ESL certification track that includes a hybrid of online and in-person courses.

We are grateful to the dedicated staff, inspired partners, and loyal donors who continue to support BPE's efforts on behalf of Boston's children. We're proud of the work we've achieved together this far and look forward to working with you this year and into the future to fulfill our nation's promise of a high-quality public education for every child.

Sincerely,

Jesse Solomon
Executive Director, BPE

FY13 Highlights

Create break-the-mold new Teaching Academy schools.

This year, we launched the Dudley Street Neighborhood Charter School, the first in a pathway of schools designed to bring every child to proficiency.

- We served 132 children in the inaugural year, a group that represents the full diversity of the Boston Public Schools and Dudley neighborhood: 56% of students are Black and are 36% Hispanic; 20% speak Cape Verdean or Haitian Creole at home; 85% come from low-income families.
- The diverse, committed, and multiply licensed staff included seven BTR alumni.
- Four BTR residents spent the year training in host classrooms and contributing to the school as a whole.
- Staff laid the foundation of a school-wide instructional guidance system that supports coherent, evidence-based decision-making and ambitious instruction in every classroom.
- Teachers developed common practices in literacy that are individualized and engage every student intellectually.
- Staff also used the Strategic Teaching and Evaluation of Progress (STEP) assessment system, a set of developmental literacy assessments that identify the specific reading skills students have mastered and have yet to learn, to group students, focus the work of volunteer reading buddies and families, and do everything necessary to match every student with the right instruction at the right time.
- As a result of these efforts, 70% of students were reading at grade level by June. From October to June, the percentage of kindergarten and first-grade students reading at grade level rose from 29% to 54%, and the percentage of preK students passing a pre-reading test increased from 21% to 91%.
- Families were deeply involved in all aspects of the school and the learning of their children; we had 99% attendance at family events, and frequent, daily visits from family members. At the end of the year, all but one family had committed to return for year two.
- Next year, the school will add a new grade level; we received over 400 applications for 46 new seats.

Prepare and support diverse, highly effective teachers for Boston's schools.

This year marked 10 years of preparing great teachers through Boston Teacher Residency (BTR).

- Fifty-three residents graduated in July, having passed a new set of performance assessments. These rigorous assessments (called “gateways”) reflect BTR’s definition of effective teaching practice, raise the bar for graduation, and provide a new level of coherence across BTR courses and classroom support.
- Fourteen clinical teacher educators supported our residents and graduates with rigorous graduate courses, individual and group coaching, and classroom observations and feedback.
- Residents completed a new, thirty-hour data course, in which they learned to access and analyze a variety of data, lead data-informed discussions, and tailor instruction to student understanding.
- Fourteen alumni completed a redesigned, dual licensure program in special education; the new courses address Boston’s most common special need—students far behind in reading—and teachers get full training in Wilson, the best reading intervention program available.
- BTR’s retention rates remain high; 80% of 2010 graduates are still teaching in the Boston Public Schools (BPS), compared with 63% of their non-BTR peers; 79% of 2008 graduates are still in BPS, compared with 51% of their peers.
- Satisfaction remains high too; in a 2012 survey, every principal reported that they would hire another BTR-prepared teacher.
- We received 542 applications for BTR’s eleventh cohort and accepted 13.6% of applicants; 62 residents, 52% of whom are people of color, will begin their training this summer.

Ensure broad student success in partner schools.

This year, we partnered closely with seven schools in a concentrated residency model.

- Our clinical teacher educators (CTEs) supported residents and mentors in 43 classrooms, offering individual coaching and feedback to mentors and residents alike.
- CTEs also led study groups and facilitated grade-level and content-area meetings, working with BTR-affiliated teachers and their colleagues to analyze student learning data, develop curriculum and assessments of student learning, and implement ambitious teaching practices.
- Our data analysts provided strategic support to administrators and teacher teams, helping them to uncover patterns in student data, craft goals to improve student outcomes, make evidence-based decisions, and engage the entire school community in tracking progress toward shared goals.

At BPE 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. We have committed to three strategies that, together, have the highest likelihood of achieving our goal of success for every student:

- **Create break-the-mold new Teaching Academy schools that ensure all students are prepared to succeed.**
- **Prepare and support diverse, highly effective teachers for Boston's schools.**
- **Ensure broad student success in partner schools by cultivating ambitious instruction in every classroom.**

OUR STRATEGY FOR STUDENT SUCCESS



Thank You to Our Funders

BPE is grateful for the many donors who make our work possible, including BPE's Board of Trustees and other individual donors who generously supported our work this year. The following foundations, corporations, and public agencies supported BPE in FY 13.

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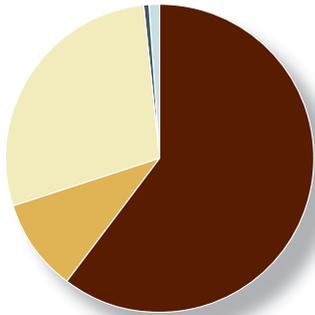
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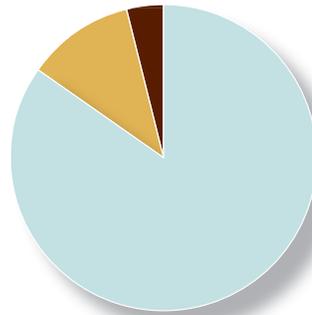
Financial Summary

Revenue - \$8,870,669



■ Federal grants	\$4,538,318
■ State and local grants	\$ 742,898
■ Private grants and contributions	\$2,115,786
■ Interest and other	\$ 46,898
■ In-kind services	\$ 83,950

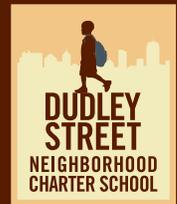
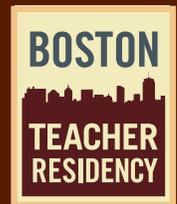
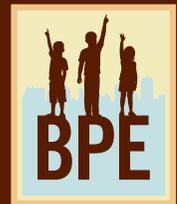
Expenses - \$8,956,670



■ Program	\$7,608,308
■ General and Administrative	\$1,009,820
■ Fundraising	\$ 338,542

Statement of Financial Position, Year ended June 30, 2013

ASSETS	
Current assets	
Cash and cash equivalents	\$1,262,270
Grants and contributions receivable	3,094,115
Funds held for others	241,883
Prepaid expenses	21,125
Total current assets	4,619,393
Long-term grant receivable, net	3,799,171
Security deposit	72,450
Property and equipment, net	226,963
Total assets	\$8,717,977
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable and accrued expenses	\$1,226,743
Funds held for others	241,883
Total current liabilities	1,468,626
Deferred rent	113,022
Total liabilities	1,581,648
Net assets	
Unrestricted	
Operating	1,201,330
Property and equipment	226,963
Total unrestricted	1,428,293
Temporarily restricted	5,708,036
Total net assets	7,136,329
Total liabilities and net assets	\$8,717,977



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