

Consideration of a new Compact

September 30, 2015

Background &
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Proposed
Compact

Q&A

Background

- ❖ The first Compact was signed in 2011-12 by the district, charter and Catholic schools.
 - ❖ The work on the Compact recognizes that we share the crucial responsibility of providing high-quality education that prepares students for college, work and life.
 - ❖ The Compact was meant to:
 - Identify key areas of potential collaboration
 - Lay the groundwork for ongoing dialogue and collaboration
 - ❖ The Compact ushered in the first time the three sectors had a formal venue to ask one another tough questions and collaborate.
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Background

- ❖ The two overarching aims of the Compact are:
 - **Equitable access to high-performing schools** (addressing operations)
 - **Excellent instruction for all students**, particularly those historically underserved

 - ❖ We are working toward these aims by building strong relationships between the sectors, sharing information and knowledge, and removing barriers.
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Structure

The Compact is led by a 13-member Steering Committee that serves as its hub:

Ross Wilson, Boston Public Schools, *Compact Co-Chair*

Shannah Varón, Boston Collegiate Charter, *Compact Co-Chair*

Amy Ryan, Catholic Schools Office, *Compact Co-Chair*

Turahm Dorsey, Chief of Education, *Compact Co-Chair*

Karla Estrada, Boston Public Schools

Makeeba McCreary, Boston Public Schools

Kim Rice, Boston Public Schools

Jon Clark, Edward Brooke Charter Schools

Erica Brown, City on a Hill

Diana Lam, Conservatory Lab

Ali Dutson, Mission Grammar

Kate Brandley, Pope John Paul Catholic Academies

(Catholic school educator TBA)

Structure

- ❖ The Steering Committee has four standing subcommittees. Each is chaired by a Committee member and includes educators from all three sectors beyond the Steering Committee. The subcommittees are:
 1. **Governance** - oversees bylaw revisions, nominations
 2. **Operations** - analyzes data and coordinates systems (student records, transportation, etc.)
 3. **School Partnerships** – designs and implements processes and structures to support sustainable cross-sector partnerships
 4. **Teaching & Learning** – uses data to determine (a) in which schools are subgroups learning, (b) which programs within those schools seem to be making a difference, and (c) what practices appear connected with increased academic performance/narrowing achievement gaps
- ❖ We also have an ad hoc Enrollment Subcommittee dedicated to developing a detailed proposal for consideration by the community, Mayor, and ultimately the School Committee and charter boards.

Accomplishments for Families

- ❖ Families have benefited from **common enrollment calendars** for district and charter schools
- ❖ For the last four school years, district and charter **showcases of schools** have included representation from both sectors
- ❖ In 2013, the Compact launched **BostonSchoolsHub.org**, which provides a single site for families to search for schools by neighborhood and grade



Accomplishments: Teaching & Learning

- ❖ Thirteen schools (with approximately 5,000 students) have participated in School Partnerships (“mini-compacts”), providing cross-sector exposure and coaching
 - ❖ 22 schools have sent 160 educators to Quality Teaching for English Learners (10 BPS schools, including a delegation of 39 educators from English High)
 - ❖ Approximately 250 teachers have had significant interaction with the Compact, either through our English Language Learners initiative or School Performance Partnerships
 - ❖ Dozens of school administrators participate in four Compact initiatives
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Accomplishments: Leveraging Resources

- ❖ Each of the Commonwealth charter schools voluntarily adjusted their transportation drop-off and pick-up times to align with the BPS bell schedule, saving the district more than \$1 million per year
- ❖ BPS leased three previously-closed buildings to charter schools, resulting in revenue, upgraded facilities and, in the case of at least one, dramatically reduced crime in the area (compared to when the building was vacant)

These initial achievements have established a strong foundation for future Compact efforts.

Proposed New Compact

- ❖ BPS, charter and Catholic school leaders have built a level of partnership and trust that is a strong foundation for a more ambitious pursuit of mutual ambitions.
- ❖ We now can support the systemic impact that students, families and educators want to make in the city.
- ❖ Each of the three school sectors and City Hall has new leadership that is committed to thinking about the City's schools as a coordinated portfolio in which all schools collaborate, innovate and thrive.

Proposed Compact: Goal I

Establish Collective Responsibility for Closing Opportunity and Achievement Gaps

Collaborative Strategies:

- ❖ Enhance the capacity of all schools to serve students with disabilities, English language learners, and Black and Latino boys
- ❖ Analyze student data regarding subgroup engagement, growth and performance to identify school sites or classrooms with potentially promising practices
- ❖ Engage teachers and administrators in exploring, sharing and scaling effective practices for historically underserved populations
- ❖ Track and share cross-sector collaborations in the City

Proposed Compact: Goal II

Increase the Number of High Quality Schools and the Number of Students Educated in High Quality Schools

Collaborative Strategies:

- ❖ Adopt a shared language and theory of change
- ❖ Build strong teacher relationships across schools and sectors to facilitate the sharing of information and effective practices
- ❖ Work to ensure that the student population is reflected in the diversity of school staff
- ❖ Participate in the Mayor's effort for high quality, universal Pre-K

Note: these strategies contribute to the environment needed to see a greater number of high quality schools, but do not alone deliver them

Proposed Compact: Goal III

Develop Family-Friendly, Equitable Systems to Access High Quality Schools Close-to-Home

Collaborative Strategies:

- ❖ Provide families with more quality schools close to home and continuously improve the enrollment process
- ❖ Build consensus for a common set of measures that are publicly and readily available to families as they determine the appropriate schools for their particular children
- ❖ Pilot cross-sector family engagements to help ensure practices and systems are equitable and effective
- ❖ Host an annual tri-sector showcase of high schools to reduce the effort required to explore all high school options

Proposed Compact: Goal IV

Reorient to a Citywide, Coordinated Portfolio Planning Process

Collaborative Strategies:

- ❖ Collect and jointly analyze data about community education needs and desires, including current and projected student enrollment by neighborhood
- ❖ Consider all three sectors in transportation, facilities, school siting and grade configuration plans
- ❖ Develop a system for sharing student records when students migrate between sectors

Proposed Compact: Indicators of Success

- ❖ A citywide improvement in measures adopted by the Boston Opportunity Agenda and shared in annual report cards, such as third-grade proficiency, high school completion and post-secondary enrollment and degree attainment
- ❖ An increase in the number of schools that close gaps and improve outcomes for historically underserved groups, including English language learners, students with disabilities, and Black and Latino boys (would be added to January 2017 Opportunity Agenda report card)
- ❖ A decrease in the effort required to enroll a student in an appropriate school, an increase in families' satisfaction determining the best school fit for their children, and reduction in migration between schools each fall

Proposed Compact: Commitments for All Partners

- ❖ Communicate a vision of high expectations for all student groups and individuals
- ❖ Share racial/ethnic, cultural, linguistic and special needs population data with your own school faculties by sharing disaggregated data about and discussing supports for these specific groups
- ❖ Adopt official state – or comparable academic – standards and the assessment system that aligned with them
- ❖ Share demographic analysis of existing and projected enrollment by neighborhood, grade and level of need with Compact partners while transitioning to a citywide database
- ❖ Publicly champion the Boston Compact and be transparent with the Compact partners about growth feedback

Proposed Compact: Commitments (2 of 2)

- ❖ Promote your own schools without disparaging other Compact partners
- ❖ Address emergent cross-sector challenges through direct communication with sector leaders or through the Compact
- ❖ Support the collaboration with an annual contribution of \$10K for infrastructure each year (beginning FY17)
- ❖ Adopt a citywide, portfolio vision of Boston schools that positions the three sectors as partners in PreK-12 education

Opportunities for Deeper Engagement include:

- ❖ Inviting teachers to visit schools in other sectors as a PD option
- ❖ Encouraging principals to participate in cross-sector neighborhood networks
- ❖ Sharing student-level data (with non-disclosure agreement)

Proposed Compact: Closing Thought

We believe that pursuing these four goals will help us achieve our collective aspirations in a manner that best serves students and families across the City while also allowing each of the three sectors to thrive.

Q&A, Discussion