



Boston Compact 2000

**April 14, 2000
Brighton High School**

Boston Compact 2000

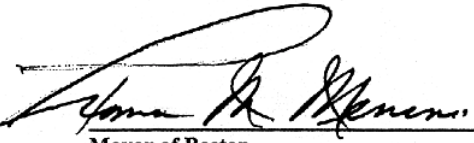
April 14, 2000

Goal One Meet the “High Standards” Challenge

- A) Teaching & Learning Strategies
- B) Parents, Families & Community

Goal Two Increase Opportunities for College and Career Success

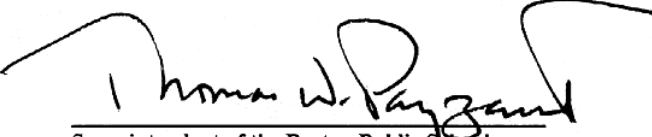
Goal Three Recruit and Prepare the Next Generation of Teachers and Principals



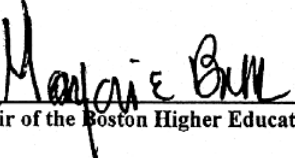
Mayor of Boston



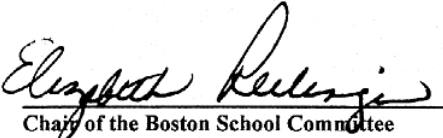
Chair of the Boston Plan for Excellence in the Public Schools
Chair of the Greater Boston Chamber of Commerce



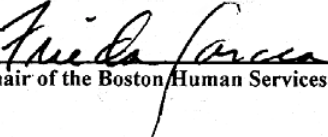
Superintendent of the Boston Public Schools



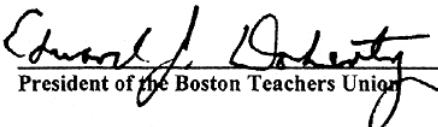
Chair of the Boston Higher Education Partnership



Chair of the Boston School Committee



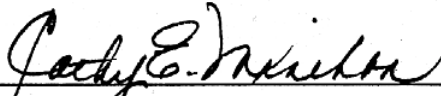
Chair of the Boston Human Services Coalition



President of the Boston Teachers Union



Chair of the Boston Cultural Partnership



Chair of the Compact Steering Committee
Chair of the Boston Private Industry Council



Boston Compact 2000

GOAL ONE

MEET THE “HIGH STANDARDS” CHALLENGE

- A) Teaching and Learning Strategies
- B) Parents, Families and Community

Accountability Measures

- Graduation/Drop-out rates
- MCAS scores
- Stanford Nine scores
- MCAS success after initial failure
- Attendance rate
- State funding for Boston Public Schools

GOAL TWO

INCREASE OPPORTUNITIES FOR COLLEGE AND CAREER SUCCESS

Accountability Measures

- College and employment success rates (One year and five years after graduation)
- College Retention (14th year completion rate)
- Graduates meeting the four year, public college admission requirements -- GPA, SAT, required courses
(Note: these are also the minimum requirements for four-year independent colleges.)
- Students taking PSAT and SAT

GOAL THREE

RECRUIT AND PREPARE THE NEXT GENERATION OF TEACHERS AND PRINCIPALS

Accountability Measures

- Qualified applicants for teaching positions (by content area, by race)
- Colleges and universities signing the new teacher preparation agreement (Teacher Preparation Institutional Agreement)
- “Professional development school” agreements between individual public schools and selected colleges and universities
- Applicants offered early hiring commitments annually for specific Boston schools
- New teachers retained after first three years of teaching experience



Boston Compact 2000

GOAL ONE MEET THE “HIGH STANDARDS” CHALLENGE

- A) **Teaching and Learning Strategies**
- B) **Parents, Families and Community**

With high stakes testing scheduled for implementation in 2001, it is clear that *all* students will be required to meet high academic standards to qualify for high school graduation. Simultaneously, the economy is rewarding only those individuals who acquire high level thinking skills through high quality education and training experiences. Unlike the century that just ended, there are very few good jobs and careers available for those who do not do well in school.

This creates a fundamental change in the demands placed upon public education. Schools and teaching practices must change to meet the needs of students who are not succeeding. Our schools enroll students from a variety of backgrounds. We must close the achievement gap that divides urban students from their peers in more affluent communities.

Teachers and schools cannot be expected to meet this challenge alone. All the signers to the Compact must focus and sequence their partnership activities and initiatives in support of the classroom agenda. There has to be more time for learning and more adults engaged in helping students succeed academically. The classroom must be extended to the community, the workplace and the home.

Finally, the public schools need and deserve the necessary resources to accomplish this goal. With the impending sunset of the initial seven-year commitment to education reform funding, the signers to the Boston Compact embrace Mayor Menino’s challenge to support increased state funding for our public schools. By signing this fourth Compact, we signal our renewed and expanded investment in this strategy and expect that the leaders of the Commonwealth will follow this example.

The Compact commitments for Goal One are organized into two categories: **A) Teaching and Learning Strategies** and **B) Parents, Families and the Community**. The measures, however, are the same for each – academic results. We recognize that the primary challenge is improving our teaching and learning strategy, no excuses allowed. We also recognize that there are non-academic barriers to learning that must be addressed simultaneously. These issues must be addressed by empowering families and communities to support the success of their children in school. We encourage state agencies to follow the lead of city agencies in examining their support of families and the community in light of the high standards academic challenge.

Accountability Measures

- Graduation/drop-out rates
- MCAS scores
- Stanford Nine scores
- MCAS success after initial failure
- Attendance rate
- State funding for Boston Public Schools

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GOAL TWO INCREASE OPPORTUNITIES FOR COLLEGE AND CAREER SUCCESS

The Compact is not just about school improvement. It is also about success after graduation from the Boston Public Schools. Compact signers traditionally make commitments to assist graduates in the transition from high school to college and career. Urban students often lack the connections and supports available to their middle class counterparts. The Compact cares about creating pathways and structures that allow for the necessary connections.

For example, colleges and universities will work with Boston Public Schools and other partners to prepare students for college success through a new federal initiative called Gear Up. Employers will partner with the career pathways emerging within the district high schools and will make opportunities within their respective industries available to these students on a priority basis.

For this strategy to succeed, however, there must be more advanced courses and college preparation at the high school level. Goal Two pushes the academic challenge beyond MCAS and high school graduation rates.

Accountability Measures

- College and employment success rates
 - o Year after graduation (Northeastern Study)
 - o Five year study
- College retention (14th year completion rate)
- Graduates meeting the four year, public college admission requirements -- GPA, SAT, course requirements (Note: these are also the minimum requirements for four-year independent colleges.)
- Students taking PSAT and SAT

Boston Compact 2000

GOAL THREE RECRUIT AND PREPARE THE NEXT GENERATION OF TEACHERS AND PRINCIPALS

It is clear that the recruitment and preparation of the next generation of teachers is key to the long term success of school reform. Boston needs to attract and train talented individuals from a variety of backgrounds who want to work with urban students. We face an immediate shortage in mathematics and sciences.

Mayor Menino, Superintendent Payzant and the Boston Higher Education Partnership have issued a call to action on this issue. Schools of education will connect their faculties and students with our schools that are ready to move aggressively in new directions. In addition, we must be open to professionals from a variety of fields moving into the teaching profession.

Accountability Measures

- Qualified applicants for teaching positions
(by content area, by race)
- Colleges and universities signing the new teacher preparation agreement (Teacher Preparation Institutional Agreement)
- “Professional development school” agreements between individual public schools and selected colleges and universities
- Applicants offered early hiring commitments annually at specific Boston schools
- New teachers retained after first three years of teaching experience

Boston Compact Commitments

Corporate

Boston Plan for Excellence – Boston Annenberg Challenge

- Provide coaches to support instructional improvement
- Provide research and policy analysis through Resource Allocation Team (REACT)
- Sustain Boston Plan for Excellence - Boston Annenberg Challenge initiative through ongoing fund raising effort

Boston Private Industry Council

- Provide jobs, internships and work-based learning (MCAS focus) – 2900 school year, 5000 summer
- Expand “Classroom at the Workplace” demonstration project
- Organize school partnerships, particularly “pathway partnerships” within restructured high schools
- Connect students to private sector jobs during the summer, after school and after graduation
- Measure enhanced access of BPS graduates to the labor market and college
- Connect graduates and dropouts with employment opportunities and careers through One-Stop Career Centers and the new Youth Opportunity Center
- Focus on education and teaching as a workforce development priority

Greater Boston Chamber of Commerce

- Focus on statewide school finance

Boston Partners in Education

- Organize tutoring by corporate volunteers

Mass Insight

- Promote awareness of MCAS and support for high standards among parents/community leaders

Colleges and Universities

Boston Higher Education Partnership

- Develop and support tutoring/mentoring relationships between college and BPS students (MCAS focus)
- Develop and improve professional development initiatives for current BPS teachers
- Commit all schools of education that place interns and student teachers in the Boston Public Schools to sign the Teacher Preparation agreement as part of the *Initiative to Improve the Supply and Quality of Teachers*
- Implement the GEAR UP initiative, which will prepare middle and high school students for higher education
- Provide financial assistance to graduates of the BPS seeking access to higher education
- Provide support services to promote retention of BPS students in colleges and universities through graduation
- Collaborate on a comprehensive plan to recruit, prepare, support, and place teachers who reflect the racial and ethnic diversity of the children served by the BPS
- Collaborate with the BPS to develop new and innovative approaches to the preparation of teachers for urban schools (as part of the Mayor’s Professional Development School Initiative)

Higher Education Information Center

- Provide information and counseling to high school students on higher education choices
- Support the implementation of the GEAR UP initiative

Boston Compact Commitments

Boston Public Schools

Superintendent and School Committee

- Improve student achievement by 1) sustaining the transition program for underachieving students, 2) pursuing interventions into high schools with significant MCAS deficiencies, and 3) supporting high school restructuring systemwide
- Continue the work of In-Depth Review teams and other ongoing and regular assessments to inform instructional practice
- Measure academic performance through the Stanford Nine and MCAS tests
- Establish a School Quality Task Force to identify and replicate successful practices in support of under-performing schools
- Improve the rigor of course offerings and graduation requirements to better prepare students to meet admissions standards for Massachusetts public colleges, including additional Advanced Placement courses
- Strengthen the role of guidance counselors and other members of the Unified Student Services Team in assisting students through the college application process
- Support and expand after-school, summer and other initiatives to prepare BPS students for academic success and admission to and success in the examination schools and all high schools
- Support efforts to enhance communication among schools, parents and other caregivers outside of school about children's academic needs and strategies for helping them succeed
- Continue to participate in and support the Truancy Initiative in collaboration with the YMCA and the Boston Police Department
- Guided by the recommendations of the School Committee's Family and Community Engagement Task Force, develop a coherent systemwide strategy to support parents and families in their efforts to enhance the educational experiences and outcomes of their children
- Continue to provide professional development to teachers and school leaders aligned to the district priorities
- Support the mentor committee, a joint labor-management committee that trains current teachers to mentor new teachers in the BPS
- Continue to revise human resources policies and support the teacher recruitment effort sponsored by the Mayor's office and the Higher Education Partnership
- Negotiate teacher preparation agreements with members of the Higher Education Partnership and select colleges and universities to establish 'Professional Development Schools' within the BPS
- Guided by the recommendations of the Human Resources Reinvention Project and the Human Resources Development Task Force, restructure BPS personnel policies, procedures, and functions to ensure effective recruitment and staffing practices

Boston Teachers Union

- Expand professional development opportunities for teachers that align with state and local academic expectations
- Continue the work of the Education Research and Dissemination project, which focused this year on managing anti-social behavior
- Continue sponsored BTU/BPS partnership to address reform issues, which this year focused on improving professional development for teachers
- Support the mentor committee, a joint labor-management committee that trains current teachers to mentor new teachers in the BPS
- Through partnership with Northeastern University, train and mentor 'para-professional' teachers and encourage them to enter the teaching profession in Boston
- Host annual Teacher Recruitment Fair for para-professionals and substitute teachers

Boston Compact Commitments

Boston Human Services Coalition

- Focus existing and new initiatives on supporting families to help their children meet the MCAS challenge
- Coordinate efforts with state agencies that engage at-risk youth populations
- Develop a plan to measure impact of full-service/Community Learning Center schools on student academic achievement and overall student well-being

Boston Cultural Partnership

- Continue and expand cultural programs and services that expand arts education opportunities for students, following and prioritizing objectives in the BPS Arts learning standards
- Continue and expand cultural programs and services that address BPS English Language Arts, Math, Science, History/Social Studies, Health and World Languages learning standards
- Continue and expand cultural programs and services that provide professional development opportunities for BPS teachers and administrators, aligned with learning standards, best practices, and individual school-wide education reform plans
- Continue and expand cultural programs and services that engage parents in supporting the academic success of their children
- Provide developmentally appropriate cultural programs and services for out-of-school programs, designed to continue student learning outside the school day

Mayor

- Sustain education as the number one priority for the Menino administration
- Build five new schools under the Community Learning Center model in the City of Boston
- Launch the “Countdown to Kindergarten” initiative to help prepare pre-school students and their families for school
- Support college scholarship fund for students
- Recruit the best new teachers nationwide to teach in the Boston Public Schools
- Provide stipends for interns from Boston area colleges to train new teachers in BPS ‘professional development schools’

ReadBoston

- Work with selected Boston elementary schools on the city initiative focused on having every child in Boston read at grade level by 3rd grade
- Focus all community organizations and city initiatives on having every child in Boston read at grade level by 3rd grade

Boston 2:00-6:00

- Mobilize action to create and sustain after-school activities for young people to support families and continue student learning outside of the school day

Kids Compute 2001 Campaign

- Continue to invest in technology education, including reducing the ratio of computers to students to 1:4