TRANSFORMING HUMAN CAPITAL IN BOSTON
A GREAT TEACHER IN EVERY CLASSROOM, EVERY DAY

“We have already demonstrated that it is possible to replace an ineffective evaluation system with one that is robust, fair and tied to student achievement. Now, it’s time to up the ante and truly support our educators with a human capital strategy that helps every school leader build, motivate and support a great school team.”
-Interim Superintendent John McDonough

For more information, contact:
Ross Wilson
Assistant Superintendent
Office of Human Capital
📞 617-212-5369
✉️ rwilson@bostonpublicschools.org

GREAT TEACHERS MATTER

1. Having a top-quartile teacher rather than a bottom quartile teacher four years in a row may be enough to close the black-white test score gap (Gordon, Kane and Staiger, 2006)

2. Having a high-quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background (Rivkin, Hanushek and Kain, 2002)

3. Students assigned to a good teacher over three years in a row will score 50 percentile points higher on tests than students assigned to weak teachers over the same period (Sanders, 1996)

BPS must significantly improve, increase, and diversify the potential educator pool seeking to work at BPS.

BPS needs to implement a district-wide performance measurement system that uses standard measures of school accountability to provide targeted assistance to schools. Critical to this system will be a robust teacher evaluation.

BPS must attract and develop strong, innovative school leaders who will attract an equally strong teaching force. These leaders/staff will need improved professional development opportunities to consistently and continually develop themselves.

HUMAN CAPITAL STRATEGY

BPS is committed to creating conditions for success in every school, regardless of structure. One of the most important conditions is the school leader’s ability to choose the teaching team serving each student at the school. This human capital strategy will provide Boston’s students, parents and families with effective teachers in every classroom, every day.
**OVERHAUL HIRING AND STAFFING**

- **Communication Strategy**
- **Establish consistent recruiting criteria**
  
  Create a standard selection criteria to screen candidates consistently
  
  Train evaluators to select candidates according to rigorous criteria
- **Improve onboarding and induction for new teachers**
  
  Create consistent professional development materials to ensure quality across all schools
  
  Provide training support for staff to ensure robust onboarding, including and expanded new teacher institute
- **Suitable professional placement of existing teachers**
  
  Additional professional placements including per diem substitutes and tutoring
  
  Place teachers so that there is no rubber room
  
  Long-term suitable placements in schools
- **Enhanced performance evaluation**
  
  Conduct evaluation for every teacher, identify struggling teachers
  
  Terminate persistently underperforming teachers
- **Cluster teachers to improve schools**
  
  Cluster highly effective staff at poor performing schools,
  
  to create a sustainable staffing change

**IMPRESS AND INCREASE CANDIDATE POOL**

- **Implement early job postings to external and internal candidates**
  
  Recruit top talent through early recruitment, as quality of candidates tend to decrease by time
- **Improve pipelines and geographic reach**
  
  Improve and expand pipeline programs to increase pool of qualified, diverse applicants
  
  Expand geographical reach beyond MA to increase applicant pool
- **Improve marketing strategy to attract top candidates**
  
  Strengthen marketing/recruiting to ensure a compelling and consistent message through various media outlets

**EARLY HIRING PROGRESS**

Typically, less than 10% of BPS new hires occurred before June, long after the most talented applicants have found placements.

In 2013, BPS conceptualized and implemented a reform to allow 75% of ALL hiring to occur by June.

*Note that data is based on 735 positions posted March 1, 2014.*
Strengthen leadership pipelines and trainings
- Improve and establish new leadership trainings, to create added growth opportunities for staff
- Expand teacher leadership opportunities for all teachers

Improve quality and consistency of professional development initiatives
- Establish professional development guidelines across schools to ensure consistent training
- Add opportunities to retrain staff to help fill all teacher position types

Create robust evaluation system and link to professional development
- Improve evaluation to more accurately assess performance, and calibrate staff on new system
- Provide targeted professional development in areas of high need, based on evaluations

EVALUATION PROGRESS
Prior to 2013, fewer than 50% of permanent teachers in BPS received the contractually required, biennial evaluations. This past year, 93% of teachers received a midpoint evaluation and 88% received their end-of-year evaluations.

BPS HUMAN CAPITAL STRATEGY COST ESTIMATES FY14- FY17

<table>
<thead>
<tr>
<th>Goals</th>
<th>Initiatives/Expenses</th>
<th>Status</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>TOTAL FY14-17</th>
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Total Expenses - All components of Human Capital Strategy
$2,900,000 | $14,740,000 | $4,885,000 | $2,475,000 | $25,000,000

Revenue Source

| District budget | School Committee allocation | $6,100,000 |
|                | Existing budget | n/a |
|                | Total District investment | $6,100,000 |

External support

| Existing foundation support | $1,000,000 |
| Foundation pledges to date | n/a |
| To be raised | $1,615,000 |

Total External Investment $17,000,000

TOTAL INVESTMENT - ALL SOURCES $25,000,000
WHY INVEST IN BOSTON?

The Boston Public Schools is prepared to succeed on reforms and initiatives identified as essential in other large, urban school districts. BPS leadership is united around the transformation of human capital in Boston. Importantly, principals and headmasters have worked alongside members of the Office of Human Capital to implement evaluation systems and are prepared to partner with human capital to continue the arduous work of transforming schools and the lives of students. In addition, community-based organizations that work with BPS schools and students each day are prepared to leverage the additional capacity that a campus full of effective teachers will yield. Most importantly, BPS will work with the parents and families of the City of Boston to make sure that they are true partners in this reform. Boston’s philanthropic community has already begun to support the work of putting effective teachers in every classroom. The $16 million sought by BPS are transitional costs that will allow these critical reform initiatives to be sustained in the coming years, and will ensure an effective teacher in every classroom, every day.

BPS IN NUMBERS

57,100 students
128 schools
75% on free/reduced-price lunch
8% graduation rate increase since 2006
32% dropout reduction since 2006

4,505 teachers
1,311 teaching aides
503 administrators
507 support staff
1,597 custodians, secretaries, and part-time employees

Source: Facts, Figures and Reports, Boston Public School Website (2014)