



# THE WELLESLEY PUBLIC SCHOOLS



presented by:

**Kingston Bay Group**

CULTIVATING THE NEXT GENERATION OF INCLUSIVE EXCELLENCE

# THE ENGAGEMENT TEAM

Kingston Bay Group

# KINGSTON BAY GROUP

## **Members**

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*\* Conducted SCORE® Analysis*

# THE SCORE<sup>©</sup>

## Process and Timeline

# THE SCORE<sup>©</sup> VARIABLES

## **Strengths**

- Capital, capacity, and other advantages/constructive norms within the community/institution with respect to diversity, equity, and inclusion (DE&I)

## **Challenges**

- Politically and culturally dominant norms, obstacles, or other realities which may impede the advancement of DE&I

## **Opportunities**

- Possibilities, favorable situations, or conditions for advancement of DE&I

## **Resistance**

- Active efforts to derail, slow, stop or reverse progress toward DE&I

## **Equity Goals**

- Aspirations for the institution with respect to DE&I expressed by participants

# THE SCORE<sup>©</sup> PROCESS

- **Climate surveys** of 2233 students, 594 employees and 966 families
- **20 Focus groups** with 52 students, 124 employees and 80 parents
- **8 One-on-one interviews** with staff and leadership team

# THE SCORE<sup>©</sup> PROCESS

## SCORE Analysis<sup>©</sup> WORK PLAN FOR THE WPS

- Consult with the internal WPS DE&I team to make any adjustments to the plan, finalize project (dates, participant lists, engagement processes, etc.) and climate survey details.
- Preliminary reports/status updates to occur periodically throughout the process.
- Focus groups, interviews and climate survey of staff, families and students.
- Transcription of data, data analysis and development of online repository.
- Final report with recommendations.

# THE SCORE<sup>©</sup>

## Findings Briefing



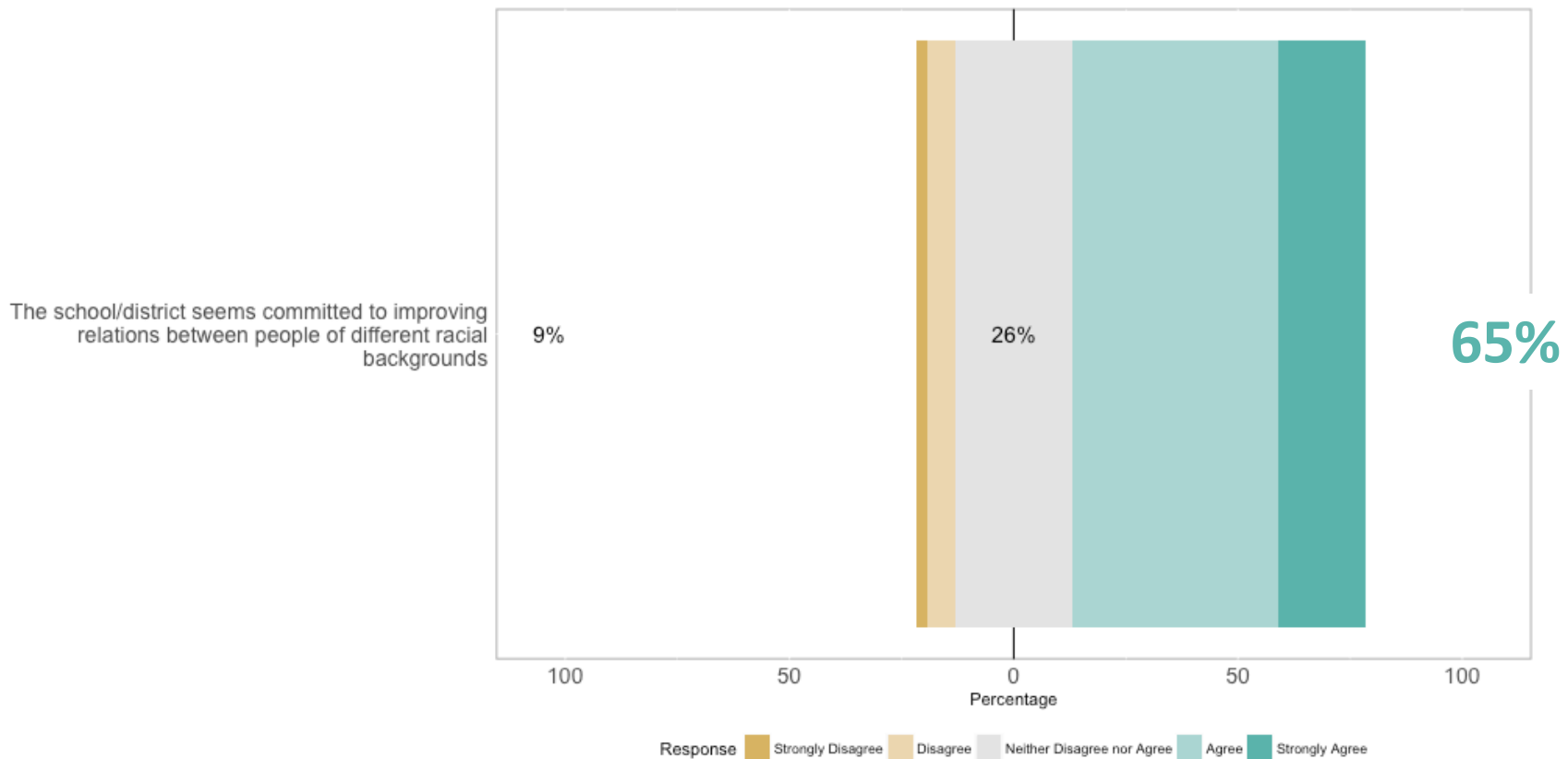
# FINDINGS BRIEFING

## KEY STRENGTHS

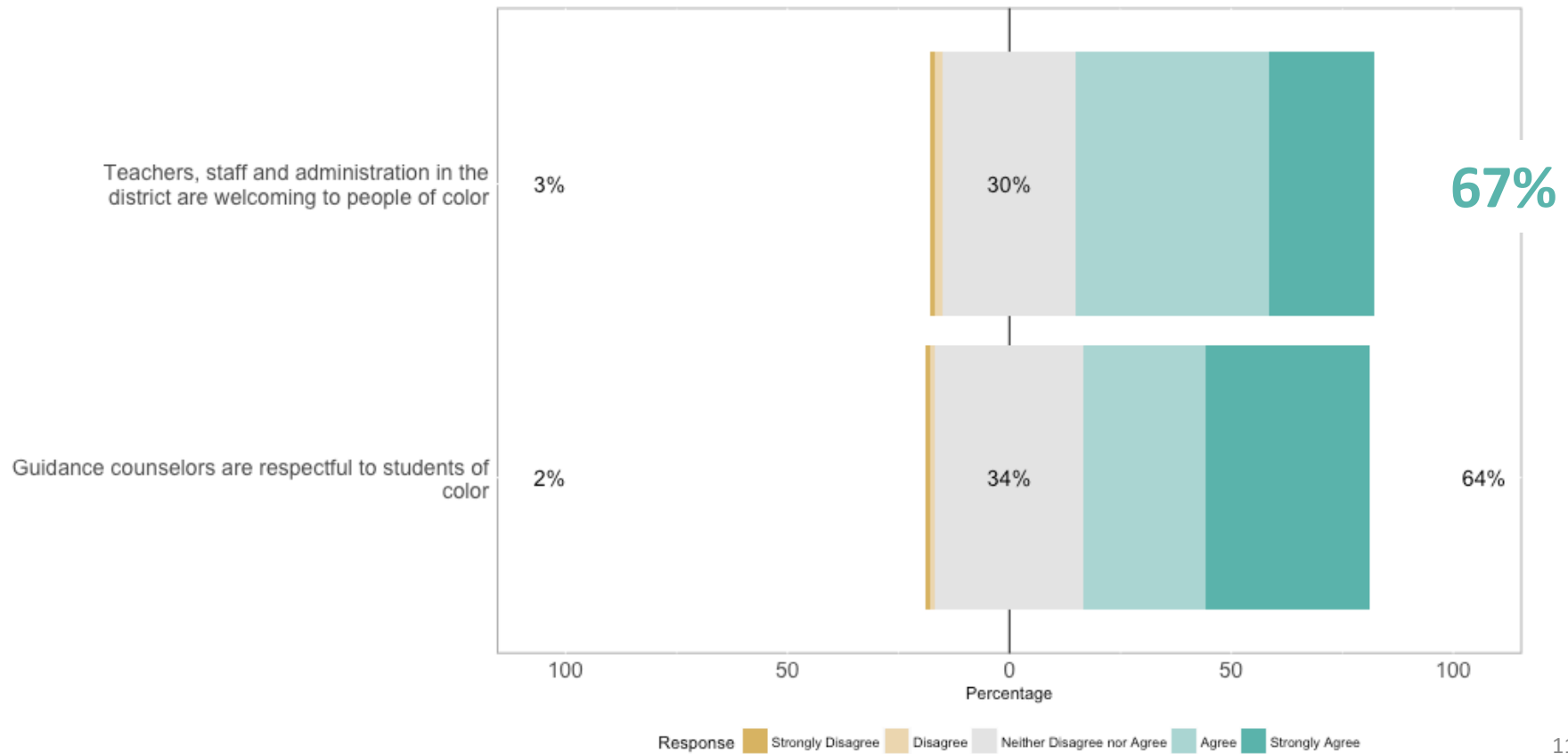
Primary question: *What are WPS's strengths with respect to Diversity, Equity & Inclusion (DE&I)?*

- **Leadership commitment to DE&I**
  - Participants are confident that leadership is committed to DE&I
  - Staff members feel supported by administration (e.g. superintendent letter at beginning of school year)
- **Welcoming environment for all students**
  - METCO students cite METCO staff as foundational support with issues that surface
  - World of Wellesley (WOW) and Friends of Wellesley METCO (FWM) provide strong support for DE&I initiatives and make WPS more welcoming
- **WPS is sensitive to parent feedback and seeks parent involvement**

**65%** of participants are confident in WPS leadership commitment to improve equity and inclusion



67% of participants perceive WPS as welcoming to people of color



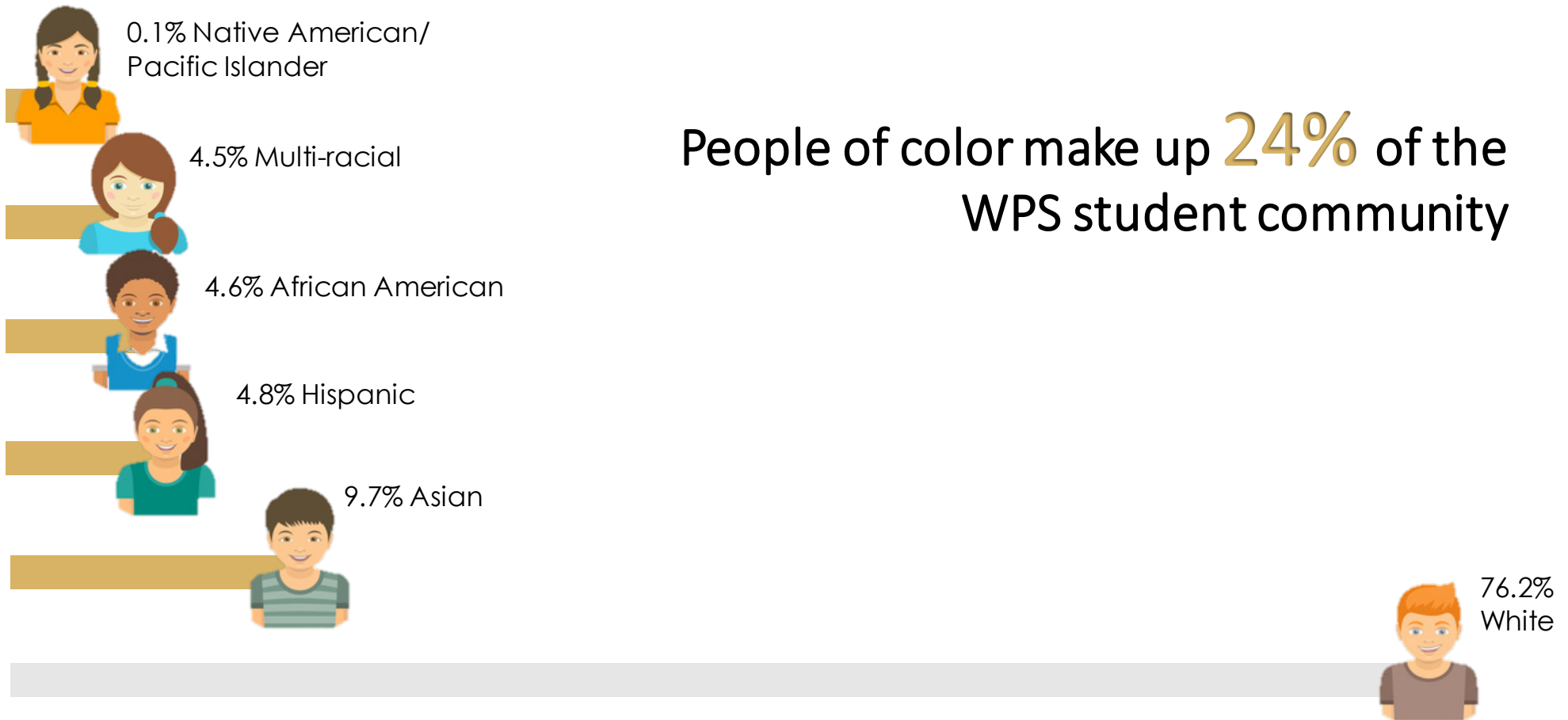
# FINDINGS BRIEFING

## KEY CHALLENGES

Primary Question: *What are the challenges facing WPS in efforts to become more diverse and inclusive?*

- **Counter DE&I responses and behaviors**
  - Students are found to be key challengers of WPS moving forward in DE&I efforts
  - Teachers unprepared to handle DE&I issues
  - Inconsistent approach to DE&I across schools
- **Unwillingness/ disinterest in addressing DE&I issues**
  - Cited examples include: Parent meetings are uncomfortable/ tense, parents only interact with their own race, parents disinterested in discussions of race
- **Absence of diversity**
  - Absence of diversity noted as a challenge to advancement of DE&I initiatives
  - Participants repeated request for diversity in faculty and staff

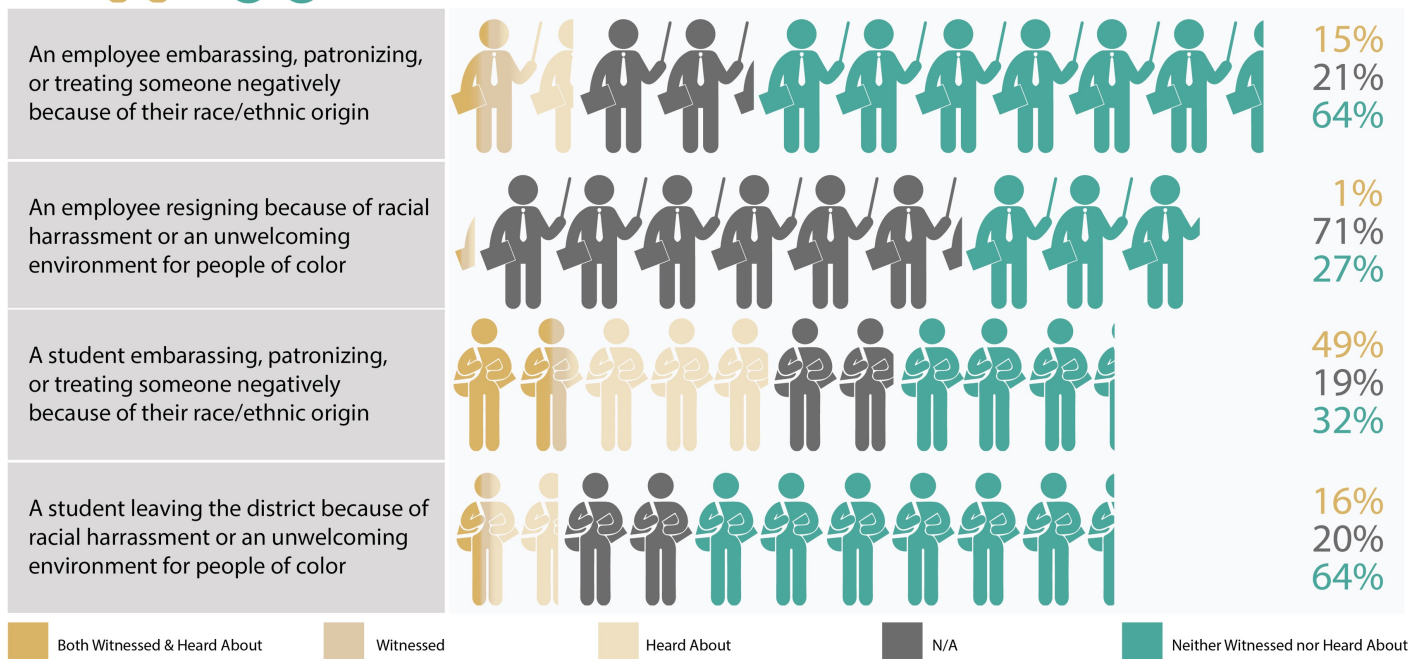
# People of color make up **24%** of the WPS student community



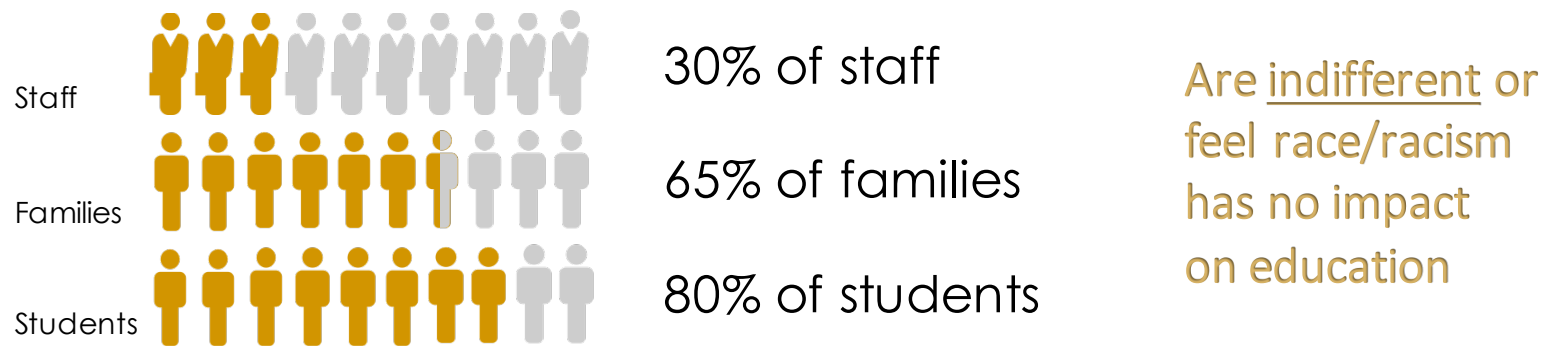
Source: WPS Strategic Plan 2013-2019



**49%** of Participants Have Witnessed or Heard Anti-DE&I Behavior Among Students  
 Associated with 16% student departures



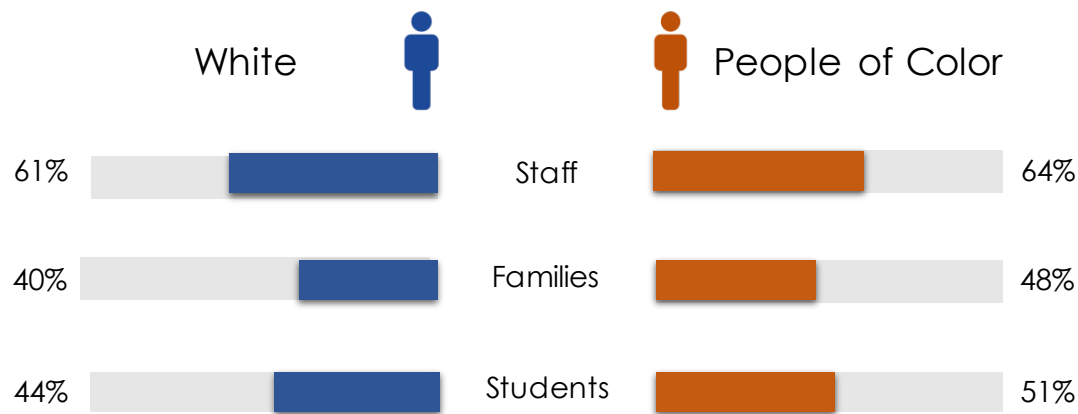
## Students and parents **unwillingness / disinterest** in addressing DE&I issues



### Do Staff Confront Racial Harassment/Discrimination When it Occurs?



## WPS Staff, students and parents decry the **lack of diversity of the teaching staff**



...agree more people of color should be hired for teaching and district staff positions



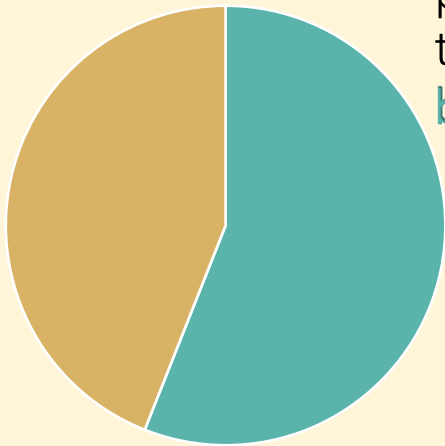
# FINDINGS BRIEFING

## KEY OPPORTUNITIES

Primary Question: *What are the opportunities that could assist in WPS's DE&I efforts?*

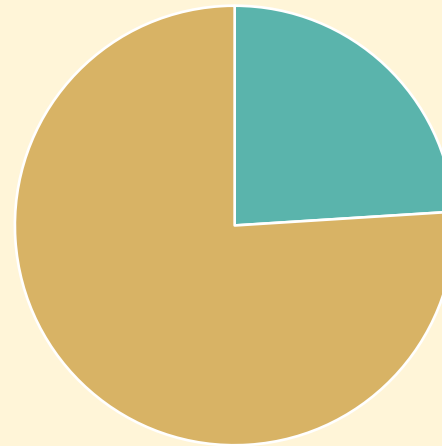
- **Existing plans prioritizing recruitment, hiring, retention, and advancement of staff and admins. of color**
  - Cultural proficiency PD per human resources plan, career fairs, METCO workshop, DE&I recruitment
- **DE&I influencers-teachers/students/staff**
  - Transformational influence of teachers, staff and students already present in WPS system
- **Opportunities and training**
  - Regular, periodic training/re-training of WPS employees
  - Teachers want more support to take risks when talking about race with students and parents

**56%** of participants agree WPS provides programs and services to help **people of color** be successful



- METCO Counselors
- World of Wellesley
- Friends of Wellesley
- METCO

**24%** of employees agree WPS provides programs and services to help **employees of color** be successful



- Cultural proficiency PD
- Initiatives for Developing Equity & Achievement for Students (IDEAS)
- Rethinking Equity in the Teaching of English Language Learners (RETELL)

# FINDINGS BRIEFING

## KEY RESISTANCE

Primary Question: *Is there resistance to DE&I at WPS? If so, where is the resistance coming from and why?*

- **Angst, anger and/or apathy toward DE&I issues**
  - Resistance to change, reluctance to participate in processes
- **Lack of engagement by parents**
  - Disinterest in DE&I initiatives due to feelings that such engagements are not a good use of WPS resources
  - Dealing with diversity is not an avenue to college
- **Fear**
  - Fear of saying the wrong thing, using the wrong terminology
  - Covert resistance; topic avoidance
  - Teachers fear of making mistakes; powerful parents that may destroy teacher's career

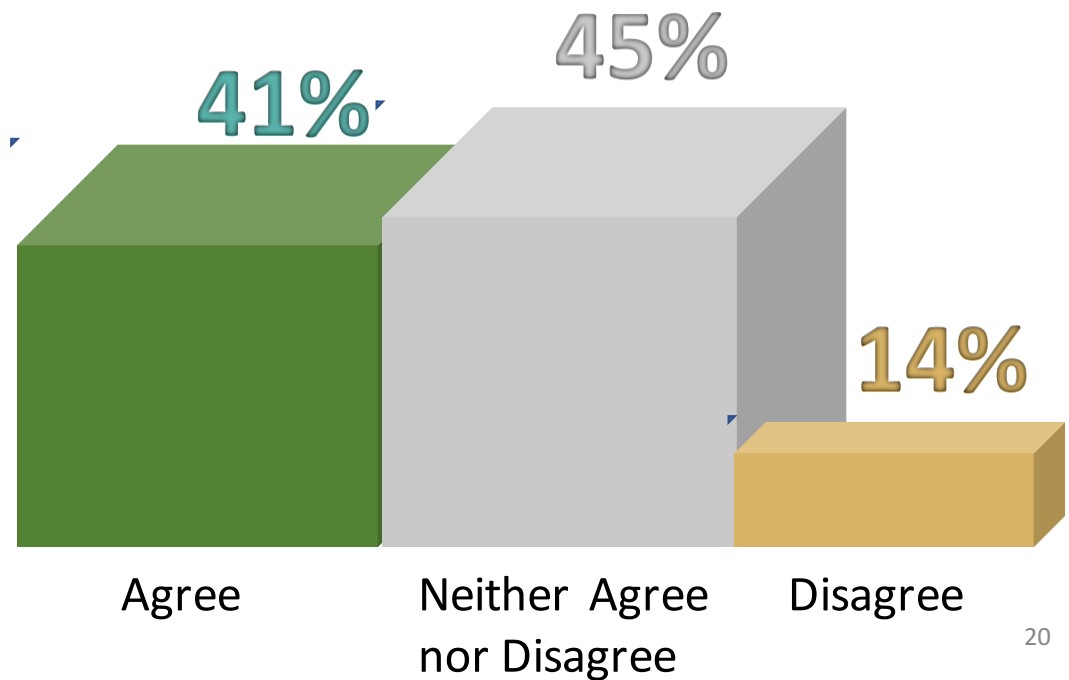
# COMMITMENT



COMMITMENT TO SUPPORTING EQUITY INITIATIVES

63% of parents are committed to serving and supporting school diversity initiatives

41% of parents agree that providing academic support programs for students will not take away financial resources for other students.  
45% are ambivalent



# FINDINGS BRIEFING

## KEY EQUITY GOALS

Primary Question: *What should be WPS's goals for diversity, equity and inclusion?*

- **Enhance and sustain DE&I programs**
  - On-going teacher training
  - Establishment of DE&I guidelines and protocols
  - Becoming a culturally proficient district
- **Increased racial diversity & awareness**
  - WPS communities feeling heard and acknowledged
  - Increased hiring
- **Better engagement & communication**
  - Support and encourage student engagement at all levels
  - Emphasize students feeling a part of “one Wellesley”
  - Increased parent engagement in DE&I goals and objectives

## Participants expressed a goal of **better engagement and communication**

66%

Agree any group affiliated with WPS should try to demonstrate inclusive practices

58%

Agree families from Boston should be included in more district events and activities



68%

Agree that understanding the consequences of racism is important for providing a balanced education

42%

Agree that students and employees should attend >1 class on cultural awareness & dismantling racism

# RECOMMENDATIONS

- **Professional Development**
  - Continue existing DE&I work
  - Mandatory diversity training for all new hires
  - Ongoing cultural proficiency workshops for all staff
  - Address issues and concerns with respect to athletic department
  - Design a clear, concise vision for ongoing teacher in-service that addresses curriculum and pedagogical practices
- **Hiring Procedures, Practices & Policies**
  - Increase representation and participation of diversity at all levels
  - Include cultural proficiency metrics in staff evaluation
  - Create a position of Assistant Superintendent of Diversity and hire equity coaches to oversee the district DE&I efforts
- **Programs and Resources**
  - Perform a review of resources and access for all Wellesley students
  - Create programs in elementary schools which increase equity and diversity
  - Develop and fund a DE&I strategic plan with a timeline
  - Engage parents across racial groups in dialogue and relationship experiences

THANK YOU.

From all of us at the Kingston Bay Group





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