THE ENGAGEMENT TEAM

Kingston Bay Group
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Process and Timeline
THE SCORE© 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© 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© PROCESS

SCORE Analysis© 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©

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

- An employee embarrassing, patronizing, or treating someone negatively because of their race/ethnic origin:
  - Both Witnessed & Heard About: 15%
  - Witnessed: 21%
  - Heard About: 64%
- An employee resigning because of racial harassment or an unwelcoming environment for people of color:
  - Both Witnessed & Heard About: 1%
  - Witnessed: 71%
  - Heard About: 27%
- A student embarrassing, patronizing, or treating someone negatively because of their race/ethnic origin:
  - Both Witnessed & Heard About: 49%
  - Witnessed: 19%
  - Heard About: 32%
- A student leaving the district because of racial harassment or an unwelcoming environment for people of color:
  - Both Witnessed & Heard About: 16%
  - Witnessed: 20%
  - Heard About: 64%
Students and parents are unwillingness/disinterest in addressing DE&I issues

- 30% of staff are indifferent or feel race/racism has no impact on education
- 65% of families
- 80% of students

Do Staff Confront Racial Harassment/Discrimination When it Occurs?

- 50% of staff say NO or are unsure
- 63% of families
- 37% of students
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
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

- **68%**
  Agree that understanding the consequences of racism is important for providing a balanced education

- **58%**
  Agree families from Boston should be included in more district events and activities

- **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
THE WELLESLEY PUBLIC SCHOOLS

presented by:
Kingston Bay Group
CULTIVATING THE NEXT GENERATION OF INCLUSIVE EXCELLENCE