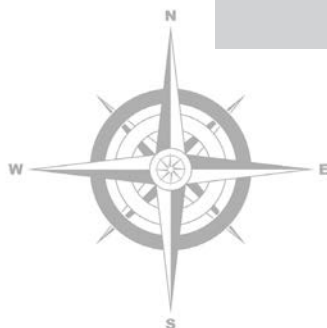


WELLESLEY PUBLIC SCHOOLS



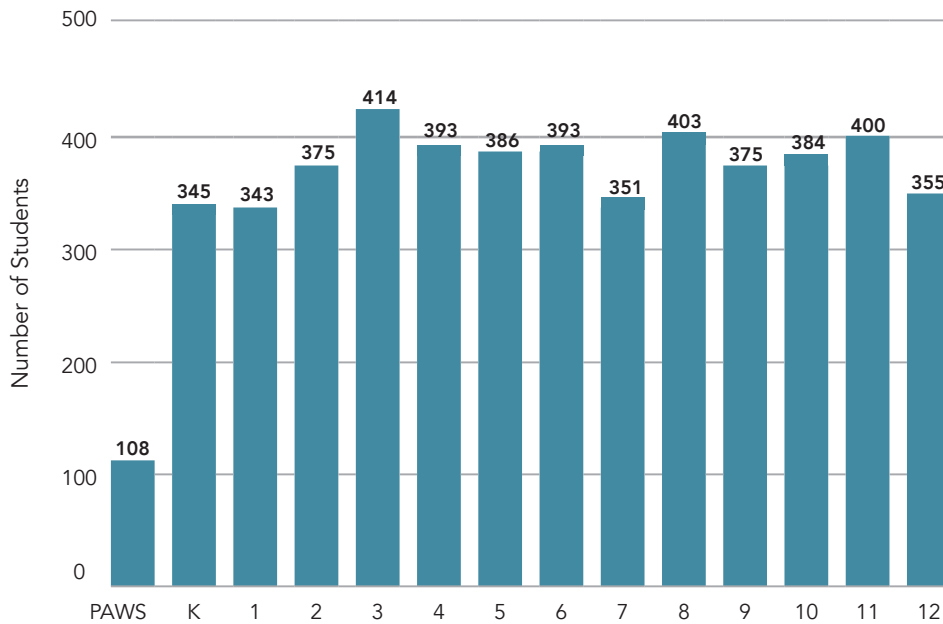
DISTRICT PROGRESS REPORT 2016 - 2017 SCHOOL YEAR



Learning • Caring • Innovating

WELLESLEY PUBLIC SCHOOLS - AT A GLANCE

Enrollment by Grade

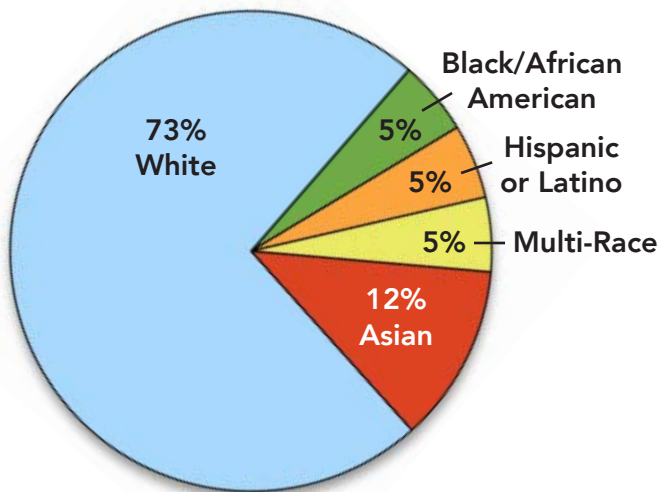


Enrollment by School

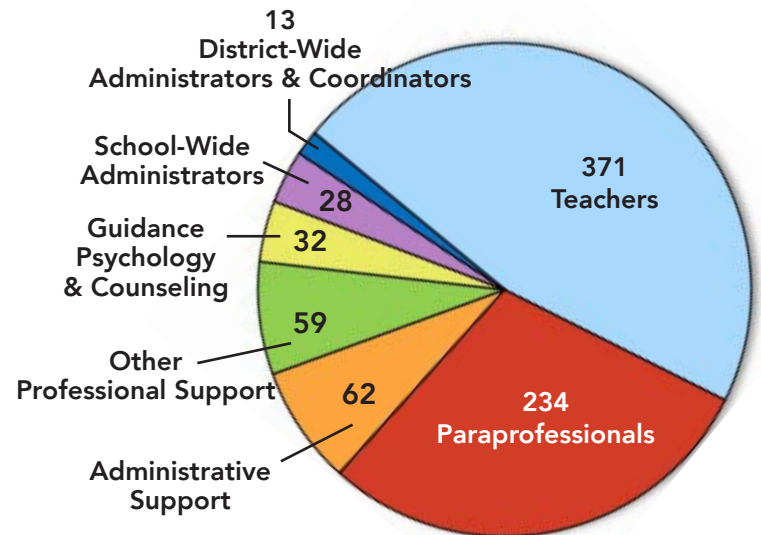
P.A.W.S. (Pre-K)	108
Bates Elementary	379
Fiske Elementary	335
Hardy Elementary	308
Hunnewell Elementary	251
Schofield Elementary	368
Sprague Elementary	393
Upham Elementary	222
Wellesley Middle School	1147
Wellesley High School	1514

5025 Total Students

Student Percentage by Race / Ethnicity



Number of Employees



803 Full Time Employees

Percentage of Students Receiving Special Services

Service	Wellesley	State Average
English Language Learner (ELL)	2%	9%
Economically Disadvantaged	5%	27%
Students with Disabilities	15%	17%

Pupil / Teacher Ratio

Wellesley	State Average
13.7 : 1	13.2 : 1

Total Per Pupil Expenditures

Wellesley	State Average
\$17,231	\$15,545

All data from 2016-2017 School Year



WELLESLEY PUBLIC SCHOOLS

Learning • Caring • Innovating

School Committee

Michael D'Ortenzio Jr., Chair
Matt Kelley, Vice Chair
Melissa Martin, Secretary
Anthony Bent, Member
Sharon Gray, Member

Principals

P.A.W.S. Preschool
Rebecca Zieminski, Director
781-446-6222

Bates Elementary
Toni Jolley
781-446-6260

Fiske Elementary
Rachel McGregor
781-446-6265

Hardy Elementary
Charlene Cook
781-446-6270

Hunnewell Elementary
Ellen Quirk
781-446-6275

Schofield Elementary
Gerardo J. Martinez
781-446-6280

Sprague Elementary
Susan Snyder
781-263-1965

Upham Elementary
Jeffery Dees
781-446-6285

Wellesley Middle School
Mark Ito
781-446-6250

Wellesley High School
Jamie Chisum
781-446-6290

Central Administration

781-446-6200

Superintendent x5605
Teaching & Learning x5602
Business & Finance x5611
Student Services x5629

Dear Members of the Wellesley Community,

We are proud to present this progress report, reflecting the work of the Wellesley Public Schools in 2016-2017. This represents the District's first comprehensive effort to assess its progress, in what will become an annual report shared with the staff and the community.

When the District began its work to develop a strategic plan four years ago, one of the questions asked – that has remained unanswered – is, “how will we know if the Wellesley Public Schools are successful?” When we considered the complex mission of the District, it became clear that basing this assessment on a few standardized test results or arbitrary external rankings would lead to an incomplete result. Instead, we believed a document that mapped our progress against our strategic plan was a more appropriate approach. With this in mind, this report is organized around three focus areas:

1. How well are we preparing our students to become global citizens who are ready for college, career, and life?
2. Are we attracting, retaining, and developing the high-quality educators we need in this district?
3. How are we maximizing our resources to achieve long-term success?

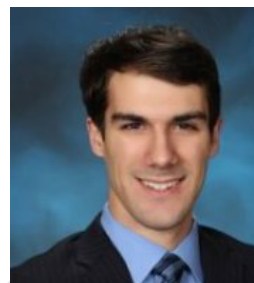
In the pages that follow, we attempt to show the progress, as well as the challenges, of the Wellesley Public Schools in the past year. We continue to be a school district on the move, not only challenging our students, but also challenging ourselves to ensure that our system is aligned to new expectations and that we are preparing our students for success in college, career, and life.

Best regards,

Dr. David Lussier
Superintendent of Schools



Michael D'Ortenzio Jr.
Chair, School Committee



OUR DISTRICT'S CORE VALUES

Academic Excellence

Respect for Human Differences

Commitment to
Community

Cooperative & Caring
Relationships

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- Teacher to Student Ratios and Expenditures

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How well are we preparing our students to become global citizens who are ready for college, career and life?

A. Knowledge & Competencies

- Student progress & achievement
- 4Cs – critical thinking, creativity, collaboration & communication
- Technological literacy
- Meeting the needs of all learners
- Closing the achievement gap between different student populations

B. Social & Emotional Learning

- School climate including accessibility, safety & security
- Student engagement & participation
- Social and emotional learning including resiliency & grit
- Emotional health
- Physical health

C. Global Citizenship

- Cultural awareness & proficiency
- Diversity & inclusion
- Community service

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Are we attracting, developing and retaining high quality educators in our District?

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- Staff diversity
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FOCUS AREA I: PREPARING OUR STUDENTS

A. Knowledge and Competencies

The Wellesley Public Schools aspires to be a world-class school system and strives to provide our students with the knowledge and competencies necessary to be ready for college, career, and life in the 21st century. Throughout the 2016-2017 school year, students from pre-Kindergarten through high school engaged in a wide variety of experiences, both inside and outside the classroom, to develop their knowledge and competencies. Here are just a few examples of those educational experiences at each school level.

The 4 Cs through Project-Based Learning

Project-based learning is an integral part of ensuring that students have the tools necessary to be successful during school and in life, such as *critical thinking, creativity, collaboration and communication (the 4Cs)*. An example at the elementary level was the “Day of Play”, which took place at every elementary school, giving all students the opportunity to work on teams or individually to create new inventions utilizing only recycled materials.

Wellesley Middle School utilizes a team-based approach, which includes the core subjects of English, math, science and social studies. This approach allows for interdisciplinary projects that result in community exhibitions such as The Roman Wax Museum (social studies), Rube Goldberg (science) and Artist Projects (English). Sixth grade science classes engaged in the Rube Goldberg project in which they use a variety of materials to build machines that complete simple tasks.



Greenhouse at WMS

In addition to the required subject areas, Wellesley Middle School offers a comprehensive set of electives in the performing arts, visual arts, and technology-focused maker-spaces. This year the greenhouse was restored to full functionality, which led to lessons on hydroponics and food production. The lettuce grown supplemented our cafeteria's healthy options for students.

Wellesley High School worked to expand course offerings providing students with the 21st century skills necessary for success. Science offerings were expanded to include Engineering Physics, Astronomy, Biotechnology & Personal Genetics, and Anatomy & Physiology.

Programming Robots at Schofield

At Schofield Elementary School, students took part in Robot Week in which they used *KinderLab Robotics' KIBO* blocks during their library media class, providing students with a variety of hands-on scientific project-based opportunities that allow them to demonstrate their creativity, curiosity, and ability to collaborate. Students received challenges, like parking their robot, as a way to extend the fun. The *KIBO* block experience allowed students to expand programming skills and, in many instances, served as their first opportunity to learn how to program.



Schofield students collaborating with KIBO blocks

Solving Real World Problems through Evolutions at Wellesley High School



Evolutions at WHS

In 2015, Wellesley High School launched the *Evolutions* program, an interdisciplinary project-based program open to juniors and seniors. In the *Evolutions* program, students engage in connecting English, science, technology, social studies and art to create projects representing their learning. Using this interdisciplinary and collaborative approach, students: a) synthesize a variety of learning experiences; b) think critically about the content and themselves; c) apply objective knowledge to formulate solutions to real-world problems; and d) improve spoken and written communication skills through connection to the community.

FOCUS AREA I: PREPARING OUR STUDENTS

Extra-Curricular Experiences

Helping students become well-rounded individuals involves creating a wide range of educational experiences. Wellesley Public Schools' students engaged in a variety of extra-curricular activities during the 2016-2017 school year, garnering a number of awards, including but not limited to:

- 60 **Boston Globe Scholastic Art Competition** awards
- WHS Fall Musical: **Beauty and the Beast**, Spring Show: **Avenue Q**
- WMS Spring Musical: **The Lion King Jr.**
- Winter Play: **Now in Color** won multiple awards including: **Moss Hart Memorial Award**, **Massachusetts Educational Theater Guild** acting awards, and **Massachusetts High School Theater Collaborative Festival** awards for playwriting, tech, and acting
- WHS Honors Chamber Orchestra, Keynote Singers, and Wind Ensemble all won Gold Medals at the **Massachusetts Instrumental and Choral Conductors Association (MICCA) Festival**
- State Championships in Boys' Cross Country, Girls' Indoor Track and Girls' Golf



WHS Musical: *Beauty & the Beast*
Photo by Barry Braunstein

The Unified Track Team Encouraged Goal Setting and Teamwork at WHS



WHS Unified Track Team 2016-2017

Nine years ago, the Massachusetts Interscholastic Athletic Association (MIAA) and Special Olympics of Massachusetts (SOMA) joined forces to create the *Special Olympics Unified Champion Schools League*. Thanks to the collaboration with SOMA, a Unified Track team was created at Wellesley High School in the spring of 2017. The Unified Track team is designed to provide a competitive sports program for students with and without intellectual disabilities. The primary focus of the program is to learn new skills, meet personal goals and participate within a team. This program has shown proven results in providing students opportunities to play sports together, enhance school climate and give students increased physical, social, emotional and educational skills.

Standardized Assessments

Wellesley Public Schools continues to perform above state, national, and international averages on standardized assessments.

SATs

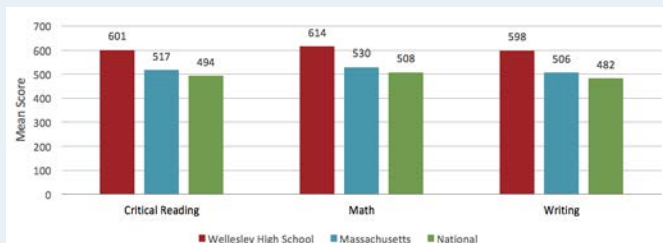
The Wellesley High School Class of 2016 achieved an average score of 1813 on the SAT versus 1552 for Massachusetts students, and 1490 nationally (See Figure 1). WHS Black/African American & Hispanic/Latino students continue to outperform their peers both state-wide and nationally. However, there does remain a gap between Wellesley Public Schools' White & Asian students and Black/African American, Hispanic/Latino and Multi-Racial students by 280 points.

Advanced Placement Courses

WHS students taking Advanced Placement courses outperform students both within Massachusetts and Nationally, with over 90% scoring a 3 or higher (See Figure 2). Wellesley High School continues to focus on increasing diversity of enrollment in Advanced Placement courses.

Figure 1

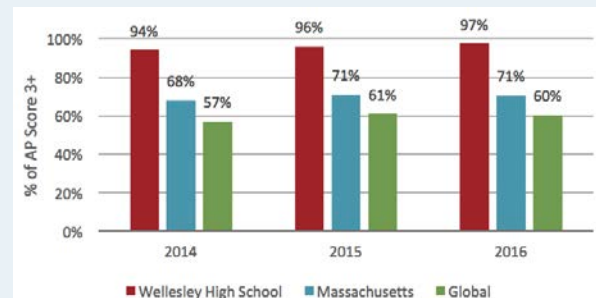
Class of 2016 SAT Mean Scores by Subject



National scores as reported by College Board

Figure 2

% of Advanced Placement Students with Scores 3+ 2014-2016



PISA

In spring 2017, 68 9th and 10th graders were randomly selected to participate in an administration of the Program for International Student Assessment (PISA). Launched by the Organisation of Economic Co-Operation & Development (OECD) in 1997, the test assesses students who are 15 years old in the areas of Reading, Mathematics, and Science. PISA was given in 2015 to students from over 72 countries and economies. Wellesley High School's results were compared with the last world-wide administration (See Figure 3). The mean scores for WHS students were above both the national and international averages in all tested subjects. Even though all Wellesley students performed well as compared to other schools in the United States and internationally, there remains an achievement gap for economically disadvantaged students.

MA Comprehensive Assessment System (MCAS)

The Massachusetts English Language Arts and Math curriculum frameworks were originally created in 2011 and revised in 2017. In spring 2017, the Massachusetts Department of Elementary and Secondary Education (DESE) administered the Next-Generation MCAS to students in grades 3 through 8 for English Language Arts (ELA) and Math. The state has redesigned the MCAS exam to more accurately measure student achievement on the Massachusetts Learning Standards.

Next-Generation MCAS is designed to be a computer-based test (CBT). It was administered in Wellesley Public Schools as a CBT to grades 4 and 8 in spring 2017. In addition to the change in format of Next-Generation MCAS, the state has changed the achievement bands for the test, and spring 2017 results set the baseline for all schools. The average scaled score throughout the state in ELA and Math was 500. This scaled score was used to inform this baseline for student performance on the Massachusetts Learning Standards and newly created performance levels placed students into one of four categories: Exceeding Expectations (530-560), Meeting Expectations (500-529), Partially Meeting Expectations (470-499), and Not Meeting Expectations (440-469). WPS performance in Next-Generation MCAS Results for Grades 5 & 8 are pictured in Figure 4.

The MCAS exams for 10th grade ELA and Math and Science in grades 5, 8 and 9 have not yet moved to Next-Generation MCAS. Student results are still based on the previous benchmarks of Advanced, Proficient, Needs Improvement, and Warning/Failing (See Figures 5 and 6).

Given all of these recent changes, DESE did not measure accountability status for schools grades 3 through 8. Wellesley High School was the only school to receive a Level rating and was rated Level 1 (the highest rating) for spring 2017.

For more information on accountability levels, see the Additional Resources and Acknowledgments Section.

Standardized Assessments at WPS

Figure 3
OECD (PISA) WHS Spring 2017 vs PISA 2015

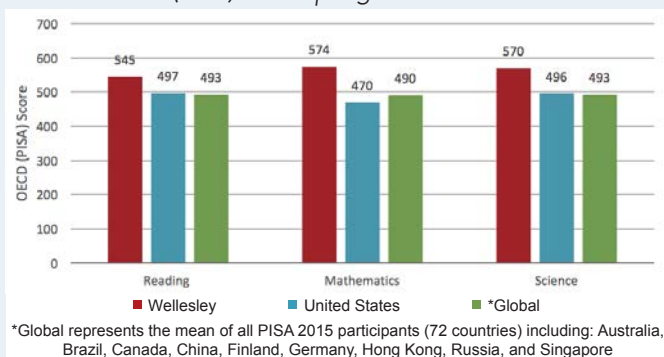


Figure 4
MCAS ELA and Math 2017 % of Grade 5 & 8 Students Meeting or Exceeding Expectations vs. State

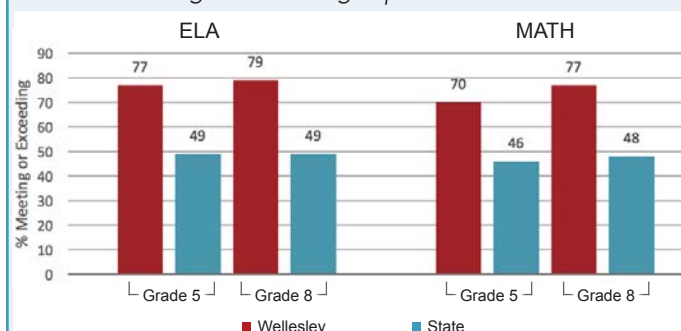


Figure 5
MCAS ELA and Math 2017 % of Grade 10 Students Advanced or Proficient vs. State

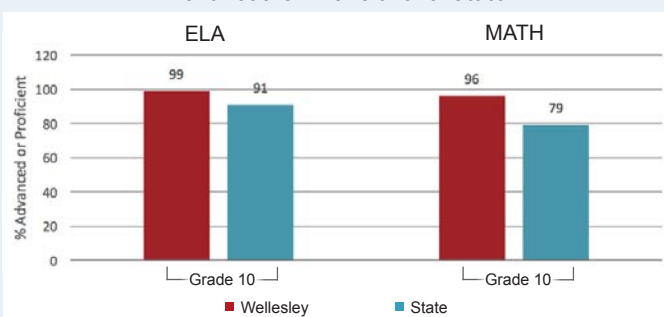
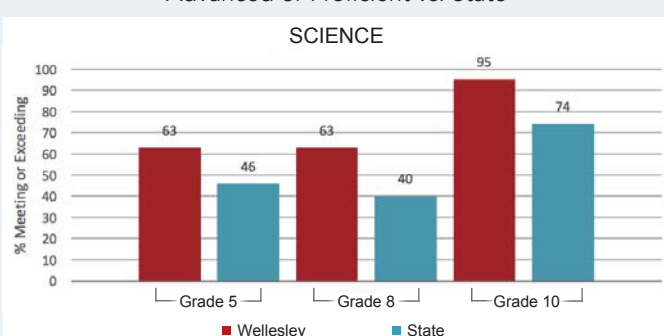


Figure 6
MCAS Science 2017 % of Grades 5, 8 and 10 Students Advanced or Proficient vs. State



FOCUS AREA I: PREPARING OUR STUDENTS

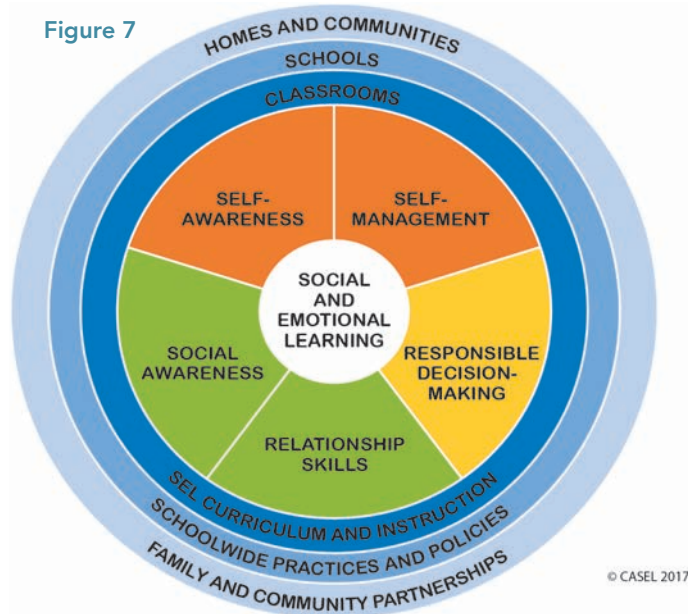
B. Social and Emotional Learning

For two years, Social and Emotional Learning (SEL) has been a key focus for Wellesley Public Schools. CASEL defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (©CASEL, 2017) See CASEL’s *Competencies Wheel* (Figure 7). A SEL Superintendent’s Advisory Committee (SAC) was formed, comprised of staff and community experts to help guide the District’s work in SEL. The SEL SAC will continue to refine our definition of SEL in support of future student experiences. Throughout 2016-2017, various programs were integrated preK-12 to support students’ social and emotional learning including: the *Open Circle* curriculum at the elementary level, the *Social Emotional Education Development (SEED)* program at the middle school, and the development of the *Wheel of Support* at the high school.

Pre-K and Elementary Initiatives

The Preschool at Wellesley Schools (P.A.W.S.) has implemented the *Second Step* curriculum which provides educators with more tools to engage students in SEL. The K-5 SEL curriculum was enhanced this year with *Open Circle* implementation at all seven elementary schools. *Open Circle* is an evidence-based social and emotional learning program for students in kindergarten through grade 5. The program emphasizes a whole-school approach that includes all adults in the school community - teachers, administrators, support staff and families - learning to model and reinforce prosocial skills throughout the school day and at home. *Open Circle* reinforces and enhances learning across all academic disciplines, is foundational to bullying prevention and intervention, and is aligned to nationally recognized learning standards like the Common Core State Standards and 21st Century Learning Standards for success.

Figure 7



© CASEL 2017

Social Role Play at P.A.W.S.



A teacher and students practice navigating social interactions through role-playing at P.A.W.S.

Through play experiences within the school day, preschoolers have multiple opportunities to practice a variety of SEL strategies. A large part of each preschooler’s day includes navigating social interactions. Using puppets for role playing activities is one of the ways students practice skills they are learning, before using them independently. By participating in explicitly taught lessons, the children learn specific SEL skills such as identifying their feelings, self-regulation and self-advocacy, cooperation, and kindness.

Elementary Week of Inspirational Math

Many elementary classrooms participated in a series of lessons developed by Jo Boaler from Stanford University called “*Week of Inspirational Math*.” The lessons engaged students in solving open and creative math problems that were “low floor, high ceiling” tasks, meaning they were accessible to all students, could be solved in multiple ways, and provided challenges for all learners. In addition to intriguing math problems, the lessons provided positive messages about learning in general including: the power of making mistakes, the importance of deep understanding over speed, and that all students are capable of high achievement.



Third graders solve open and creative math problems at Sprague.

A Year of Amazing Collaborators

During 2016-2017, accessing key experts through the support of the Wellesley Education Foundation, PTOs, PTO Central Council, Wellesley Hills Junior Women's Club and numerous other community organizations was integral in moving our work forward to educate both teachers and students on the importance of social-emotional learning. The dialogue around SEL has been enriched through educator and parent engagement with these experts:



Denise Pope

Co-founder of **Challenge Success**, Dr. Denise Pope is the author of *"Doing School": How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students* (Yale University Press, 2001), and co-author of *Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids* (Jossey-Bass, 2015).



Catherine Steiner-Adair

An internationally recognized clinical psychologist, school consultant and author, Catherine Steiner-Adair, Ed.D. has consulted with over 600 independent and public schools, on a wide range of topics related to strengthening children's social and emotional development, shaping school culture and deepening parents' connections to their children.



Ruth Potee

Dr. Ruth Potee, a board certified Family Physician and Addiction Medicine physician at Valley Medical Group in Greenfield, MA and the Medical Director for the Franklin County House of Corrections, engages communities in discussions surrounding substance abuse.



WMS students show their spirit for the annual Turkey Promenade

SEED at Wellesley Middle School

The Middle School **SEED** (*Social Emotional Education Development*) delivers curriculum appropriate to each grade level. Sixth grade students learn about transitions and friendship, seventh grade about self management and identity, and eighth grade about relationships and community. As a highlight, the SEED program offers a day for eighth grade students to attend teacher-led workshops about mental health, stress, race, identity and/or gender. These programs continue to be enhanced to keep step with key issues such as digital citizenship and stress reduction.

Challenge Success at Wellesley High School

Wellesley High School launched the **Challenge Success** program in 2016-2017. *Challenge Success* "partners with schools and families to provide kids with the academic, social, and emotional skills needed to succeed now and in the future." As stated by *Challenge Success* project leader Dr. Denise Pope: "We believe that our society has become too focused on grades, test scores, and performance, leaving little time for kids to develop the necessary skills to become resilient, ethical, and motivated learners. We provide families and schools with the practical, research-based tools they need to create a more balanced and academically fulfilling life for kids." The baseline information collected through the Stanford Survey of Adolescent School Experience administered at Wellesley High School informs the work of the *Challenge Success* Core Team and the Student Advisory Group.

SBIRT Drug and Alcohol Program

In an effort to make students aware of the effects and dangers of substance use and abuse, the Wellesley Public Schools' nursing department implemented **SBIRT** (*Screening and Brief Intervention and Referral to Treatment*) Drug & Alcohol Program screenings. The screenings are conducted by Wellesley Public Schools nursing staff through private conversations with students in grade 9. A parent evening was held to kickoff the SBIRT screening, which included an informational seminar with a special presentation by Dr. Ruth Potee, to educate parents on the effects of alcohol and substance use on the developing teen brain.

C. Global Citizenship

METCO's 50th Anniversary

The District celebrated the 50th Anniversary of the *METCO* program (*Metropolitan Council for Educational Opportunity, Inc.*). Activities throughout the year included honoring the 1966 School Committee that made the controversial decision to participate in the program, multiple community conversations about race, and a moving, student-created play *Now in Color* that juxtaposed the climate of race in Wellesley in 1965 with the realities of being a student of color at Wellesley High School today.

Foreign Language for Elementary Schools

In 2016-2017, Foreign Language for Elementary Schools (FLES) was in its second year at Wellesley Public Schools. The program was launched in 2015-2016 at both Hardy and Sprague elementary schools in grades Kindergarten through grade 2. In 2016-2017 FLES expanded to include grade 3 at Hardy and Sprague, and Kindergarten through grade 2 at the remaining five elementary schools. The mission of the FLES program is to give our students the necessary tools to become proficient Spanish-speaking learners and competent citizens in a changing global world. The FLES program goals are to develop functional proficiency skills in Spanish, support content area instruction, cultivate a nurturing environment, foster cultural proficiency, and to provide Spanish education to all students.



Sra. Cavo leads an Elementary Spanish class at Schofield

Elementary Diversity Initiatives

WPS believes that cultural diversity strengthens our community. We are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture.

Hardy Multicultural Festival

On April 28, 2017 Hardy School and the multicultural festival committee partnered with the World of Wellesley to hold its first ever festival. Over 100 students attended and engaged in twelve cultural workshops representing multiple countries and cultures. The workshops were led by parents and teachers from Hardy, each representing the rich and diverse range of cultures represented in the Hardy community. Students attended three workshops and one gala cultural performance featuring: the Wellesley Elementary Orchestra performing a piece from Korea, Hardy kindergarten and grade 1 students singing a “hello song” in three different languages, and a group of Flamenco dancers from a local children’s dance company.

Fiske Celebrates its Diverse Community Through Books



School Committee Member Tony Bent reads to Fiske students

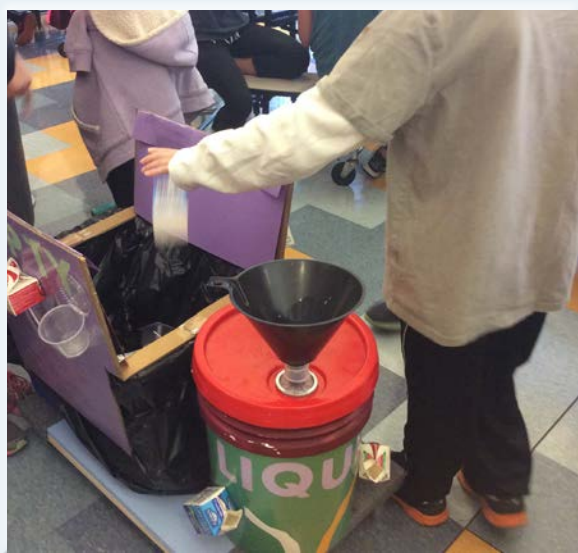
In March 2017, the Fiske School hosted its first Fiske Reads evening. During the day students came to school dressed as their favorite book characters and spent the day immersed in reading. The school prepared for the evening event, when celebrity readers from the Wellesley community shared favorite books from numerous cultures. Attendees were able to hear books recited in English, Spanish, Mandarin, and Vietnamese. Teachers created displays of books for families to read together in the gymnasium. It was a fabulous evening where the entire community came together to celebrate Fiske’s multiculturalism through books.

Diversity Committee at Hunnewell

The Diversity Committee at Hunnewell, comprised of parents and faculty members, is working toward a vision of Hunnewell as a community where everyone is valued and included. The Hunnewell community gathered to celebrate the 50th anniversary of the METCO program. The creative work of the Hunnewell Diversity Committee ensured that this milestone was much more than a one time event. The assembly became a true celebration of “One Hunnewell” consistent with the social and emotional learning that is happening every day at Hunnewell. During the assembly, students participated in engaging activities to examine their similarities and differences. Fitness and Health teacher Devin Ligon and a parent volunteer led everyone in the “Stand Up If...” activity. Students could see that they share similarities with people they might not know, and that they likely have differences with even their closest friends. In the second activity, they shared with a buddy something they liked about themselves and something they liked about their buddy. Through these activities, they could celebrate their individual contributions to the Hunnewell community and their important place in it.

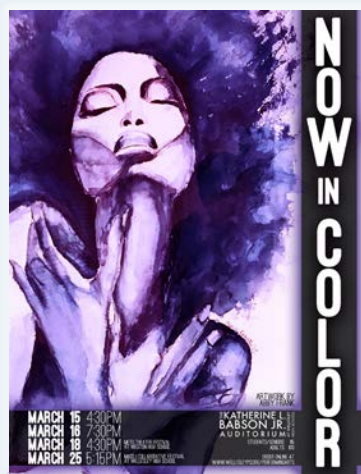
Recycling and Food Waste Diversion Project at Bates

The Bates School, in collaboration with the Sustainable Energy Committee, launched a Recycling and Food Waste Diversion project in the cafeteria. A collaboration between parents, school administrators and staff, town energy leaders and students, this project was inspired by the EPA’s Food Recovery Challenge. After a process of assessment, goal setting and project implementation, the resulting recycling and food waste diversion project has resulted in a reduction of 30% of the school’s cafeteria waste. Other elementary schools in Wellesley have come to learn about the project and implement their own recycling and food waste diversion projects.



Bates students learn to reduce their waste through recycling and food recovery

50th Anniversary of METCO Celebrated with Award Winning Play



Art work by Abby Frank

High School Principal Dr. Jamie Chisum and WPS METCO Director Dr. Kalise Wornum came forward with an idea for the 2016-2017 METCO 50th anniversary to create a play with a starting point of the letters written to the Wellesley School Committee in 1967. There were many letters against the program and thankfully there were many more for the

program. Wellesley High School’s Performing Arts Department, under the direction of teacher Mr. Steve Wroblewski, devised the play *Now in Color*, meaning the whole event was created by the cast and crew.

The events of 1967 caused WHS to explore many issues around race. The work began with a wonderful workshop at the beginning with Dr. Chisum and Dr. Wornum to help the cast learn how to start these conversations. Then we had former WHS teacher, Ms. Jeannie Goddard come in to talk about some of the racial issues faced by WHS over the years. In the end a piece was created that explored issues that affect METCO students here at WHS and issues that affect people of color everywhere.

FOCUS AREA II: HIGH QUALITY EDUCATORS

Recruitment & Diversity

Attracting, developing and retaining high quality educators has always been a priority for Wellesley Public Schools. Not only do we strive to hire the most qualified individuals, we also help to hire individuals who represent our students and community. One of the strategic goals of WPS is to add diversity to our faculty and staff (See Figure 8). Although increasing diversity has remained a challenge. WPS attended three job fairs targeted at hiring candidates of color. In addition, we attended job fairs at Boston College, Bridgewater State University and Lesley University. We utilize newspapers such as *Bay State Banner*, *Sam Pan* and *El Mundo* to advertise for candidates. We continuously maintain an online presence with postings on educator job search websites such as Schoolspring, Topschooljobs, and Monster. Depending upon the position available, we have also utilized recruitment sources such as the Massachusetts Nursing Association, Music Educators Association, Applied Behavioral Analysis Schools, and mailings. WPS has 39 varied recruitment sources that we utilized during the course of the year to ensure we are attracting the mostly highly qualified educators.

Professional Development

Creating meaningful professional development opportunities is an important way to retain and grow WPS educators. During the 2016-2017 school year, Wellesley Public Schools offered over 25 in-district after-school and summer courses at no cost to our educators. These courses provide continuous learning for WPS educators and support District goals and initiatives as a sustained focus of professional development. Job-embedded professional development was provided to Pre-K through Grade 5 educators during four Wednesday early release afternoons. Educators chose among Literacy Lab, Math Lab, Cultural Proficiency, Reading Workshop, Science, or Technology. Over 470 educators, constituting 70% of educators and teaching assistants, participated in one

of these courses last year. In addition to offering professional development courses in-district, WPS partners with *IDEAS (Initiatives for Developing Equity and Achievement for Students)*, *Primary Source*, and *Teachers as Scholars* to provide a broad range of professional development workshops and seminars. Educators also have the opportunity to apply for grants through the Wellesley Education Foundation to support growth and development, with 9 grants awarded in 2016-17 for a total of nearly \$33,000.

District-wide Professional Day

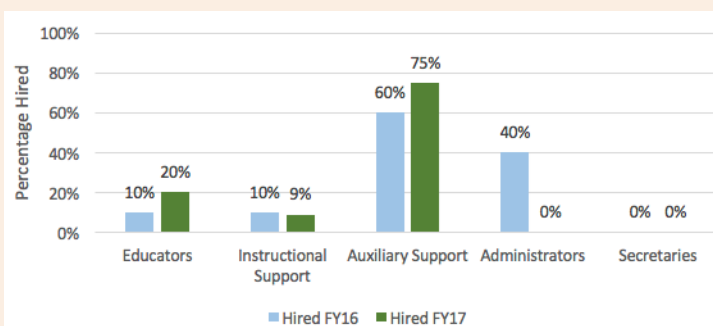
The District-wide Professional Day in November 2016 focused on the Social and Emotional Wellness of our educators. Keynote speaker Dr. Catherine Steiner-Adair, author of *The Big Disconnect*, joined us in the morning with a presentation and panel discussion. Mixed groups of PreK-12 educators engaged in a debrief session to consider the connections between the keynote and our work in the District. The day culminated with a choice of 34 educator-led Wellness Sessions - ranging from rock wall climbing to knitting.



Climbing workshop at the 2016 Professional Day

Figure 8

Wellesley Public Schools
% of Staff of Color* hired 2016 vs. 2017



* The term *Staff of Color* refers to non-white and Hispanic individuals

Cultural Competence and Digital Citizenship

Wellesley Middle School's faculty engaged in *Conversations about Race* that helped educate teachers about difficult conversations, micro-aggressions and stereotype threat. To encourage global citizenship, WMS engaged the faculty and students with the *Massachusetts Aggression Reduction Center (MARC)* Program on the topic of cyberbullying and digital citizenship. A philosophy paper was then developed that integrates faculty, student and community thoughts on technology at WMS.

Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) allow a group of educators to meet regularly, share expertise, and work collaboratively to improve teaching practices. All educators in the District are participating in PLCs which are focused on goals tied to the District's initiatives. As an example, the educators of Sprague School participated in the following PLCs over the course of the 2016-2017 school year: Purposeful Play, Growth Mindset and Mindfulness, Grade 5 Literacy Lab, Math Lab Cohort 2.

Principals attended Harvard University's Data Wise Institute and utilized their learning to guide PLCs, which were focused on core academic areas or Social and Emotional Learning. All schools found ways to use this valuable professional learning time to share and explore their own teaching practices. WPS teachers are committed to continuous improvement.

Data Wise Improvement Process

In conjunction with the *Wellesley Education Foundation (WEF)*, Wellesley Public Schools invested in training 20 district and school administrators in Harvard University's *Data Wise Improvement Process (DWIP)*. The DWIP "provides the tools and protocols to enable educators to engage in an effective collaborative process around data. It provides a clear, carefully tested blueprint that teachers, school leaders, and system-level leaders can use to examine a wide range of data and catalyze conversations that drive instructional improvement." (*Data Wise Project, 2016*) Wellesley administrators brought back the DWIP protocols to individual schools and teacher teams to lead instructional change. Some of the key improvements driven by the DWIP in 2016-17 included the training of all administrators with a focus on increasing cultural proficiency. Various grade-level and teacher teams have worked throughout the year to affect instructional change in a variety of areas including: Math, science, literacy, and SEL.

June 2017 Data Wise Seminar at Harvard University



For more information on the DWIP, see the Additional Resources and Acknowledgments Section.

Athletic Survey

In the fall of 2016, the Wellesley Public Schools' Administration presented the results of the Athletics Program Review. This was the first time in more than a decade that the District had conducted such a comprehensive assessment, similar to what occurs across academic departments. A committee comprised of parents, administrators, and coaches led this review, which included interviews, focus groups, and a survey. Three key questions guided this review:

1. *What is going well with the Wellesley Athletics program?*
2. *What can the Wellesley Athletics program do better?*
3. *What are your hopes for the Wellesley Athletics program in the future?*

To help maintain these strengths and address areas for improvement, the District established an Athletics Advisory Committee, comprised of students, staff, coaches, and parents. During 2017, this committee addressed critical areas such as the process for selecting team captains, coordinating more consistent practices among booster clubs, crafting a mission statement for the department, and clarifying the process for making and communicating player cuts following try-outs. Additionally, the District also created a new staff position, Assistant Athletics Director, to help manage and support this large portfolio of responsibilities.

STRENGTHS - Athletic Survey Results

- Exceptionally high level of student athletic participation (the highest in the state)
- Range of offerings
- Quality of coaches and staff
- Sportsmanship of WPS students

AREAS FOR IMPROVEMENT - Athletic Survey Results

- Improvement to communication and the website
- Greater transparency on budgets and funding
- More openness and approachability from staff
- Feedback to and from coaches
- Improvements to facilities
- More consistency in booster club activities

FOCUS AREA III: MAXIMIZING OUR RESOURCES

Budget and Operational Performance

The Wellesley Public Schools' total budget is \$95.4 million from all funding sources (e.g. local, state and federal). Its main source is municipal contributions, with 80.5% of its funding from the Town of Wellesley, and the remaining 19.5% from a variety of community, state, and federal funding sources (See Figure 9). Fiske, Schofield, and Wellesley High School receive Federal Title I funds. For more information on Title I funding see the *Additional Resources and Acknowledgments* Section of this report.

Developing the budget is a dynamic and iterative process that involves District administrators, School Committee, the Town's Advisory Committee, and ultimately Town Meeting to arrive at the budget for the following year. Budgetary decisions are determined based on best educational practices, learning needs of students, and the District's strategic priorities. A key principle has been to allocate resources (63.1%) that directly impact the classroom and student learning (See Figure 10). As a result, WPS has worked to keep the increase of administrative costs to 3% of the budget, and to use incremental increases to support classroom instruction (See Figure 11).

In the spring of 2017, the School Committee and Town Meeting approved an FY18 operational budget of \$71,950,648 without benefits, representing a 3.5% increase over FY17. The budget was comprised of \$51,403,362 for Instruction, Administration, and Operations, and \$20,547,286 for Special Education. The School Committee and Town Meeting also approved an FY18 Cash Capital Budget of \$2,009,253, restoring the technology reduction made in FY17 and putting the District back on track with its 5-year capital plan.

Wellesley Public Schools Budget and Expenditures

Figure 9 - Wellesley Public Schools Funding Sources

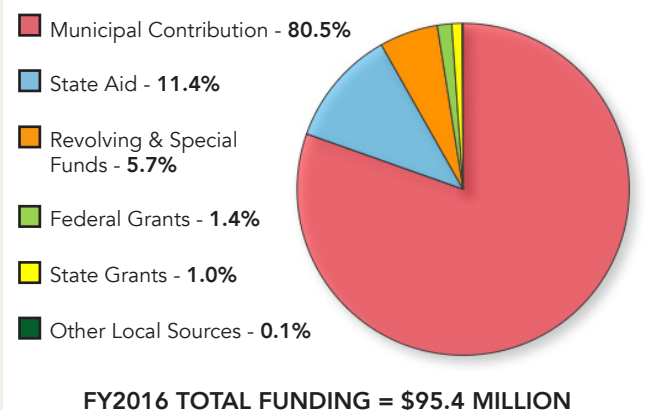


Figure 10 - Wellesley Public Schools Expenditures

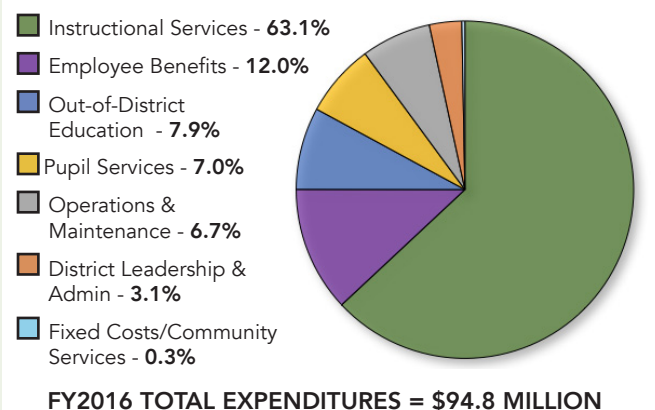
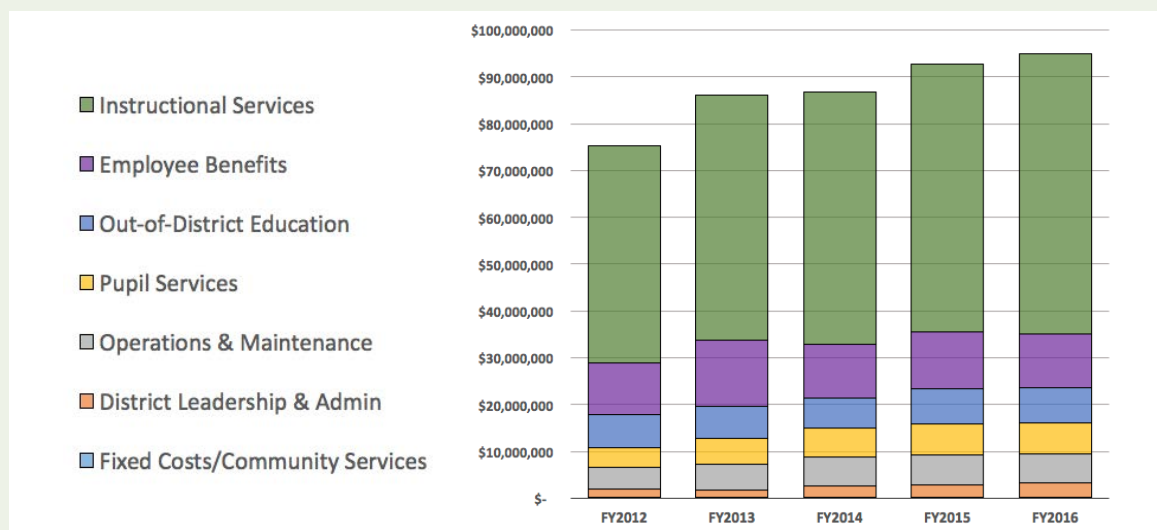


Figure 11 - Wellesley Public Schools Expenditures Over Time



Data from Figures 9, 10 & 11 as well as additional data about the WPS School District can be found on cleargov.com.



Renewing our Facilities

Newly renovated Hunnewell Field

The ongoing maintenance and upgrades for our ten schools and their associated properties requires constant planning and implementation of multi-year projects to ensure our educators and students have the facilities needed for success. Our Facilities Master Plan provides the guidance to achieve this goal.

The past year saw the completion of the Wellesley Middle School's windows replacement project, the largest Accelerated Repair Project in the state. It was completed as scheduled in the summer of 2016. The District-wide school security project was approved at Annual Town Meeting, and installation of its components began in June.

The High School Track and Field project was completed during the fall of 2016, with an opening ceremony on October 22nd. The first football game was played on the field on October 29th. WPS is grateful to the many community partners and volunteers, whose leadership was responsible for the funding and execution of the project, which has created a wonderful resource for not just only the schools but the community at large.

The major facilities focus for 2016-2017 was the Hardy, Hunnewell, Upham (HHU) project. The HHU Master Plan Committee completed its work in March 2017 and released a set of recommendations, which included a recommendation for new construction and/or renovation at two of the three schools, with an agreement to proceed with a third school subject to student enrollment. The next step in this process is to conduct feasibility studies at these sites to determine the location(s) and sequence for these projects. The School Committee thanks all the community members, board members, and staff for the significant work done on this critical long-term project.

Partnerships with Our Community

The Wellesley Public Schools are enriched by strong partnerships with the community. The Town of Wellesley itself is more than just the WPS's primary funder -- it is a key partner in planning and advancing the schools for the future. Throughout the year, key Town departments such as the Wellesley Police Department, Wellesley Fire & Rescue, Health Department, and various other Town offices are present both in the classroom supplementing the curriculum, and behind the scenes with administrators.

At each school, families are active partners. Through schools' individual Parent Teacher Organizations (PTOs), families contributed over \$176,000 to support creative arts and sciences in the classroom, equipment, and professional development opportunities for educators.

The Wellesley Education Foundation (WEF) provided over \$242,000 in funding to WPS in 2016-17. Through the educator grant award program, WEF funded innovation, equipment and professional development opportunities across all schools PreK-12. WEF also awarded District-wide grants to train teachers to use student work and evidence to continuously improve instruction, and bring in SEL expert, Catherine Steiner-Adair, as the Professional Day keynote speaker. In April 2017, WEF hosted its 3rd Wellesley STEM Expo, a biennial event in which Wellesley High School gets transformed into an interactive science center for a day.



*Visitors to the 3rd Wellesley STEM Expo
Photo by George Roberts*

CHALLENGES AND THE ROAD AHEAD

Preparing Our Students

The 2016-2017 school year began with an online racial incident that cast a spotlight on race and diversity within the Wellesley Public Schools and the greater Wellesley community. From the outpouring of both support and outrage, the idea of “One Wellesley” was born. The mission of “One Wellesley” is to reaffirm the District’s core values. The momentum resulted in celebrations of diversity throughout the District, a number of community meetings focused on race, and additional training on cultural competence for all WPS Administrators. In the fall of 2017, through a generous Wellesley Education Foundation grant, a comprehensive assessment of climate and race in WPS was launched to further guide the District’s priority to create an inclusive school environment.

In order to effectively prepare our students to be ready for college, career, and life, the Wellesley Public Schools has continued to support District-wide efforts to ensure that classroom experiences include an emphasis on the 4Cs of 21st Century Learning: Collaboration, Creativity, Critical Thinking, and Communication. The Evolutions Program, in its second year at Wellesley High School, is one example of these experiences. In the summer of 2017, 32 elementary teachers received training from the Buck Institute on project-based learning (PBL) and will each be implementing two PBL units in their classrooms in 2017-2018.

WPS began partnering with EdLeader21, a national organization focused on transforming educational opportunities for students through its mission to develop 21st Century skills. An important starting point in this work is for districts to develop a “Profile of a Graduate” (POG) that clearly defines the trajectory for all students PreK-12. During the 2017-2018 school year, WPS will deepen its work by bringing in EdLeader 21 CEO, Ken Kay, to speak with staff during the November Professional Development Day as well as to speak to parents in an evening forum open to the Wellesley community. WPS is planning to develop its own Profile of a Graduate in 2017-2018 that will serve as the foundation for the creation of the new WPS Strategic Plan in 2018-2019.

Expanding computer science offerings remains a District priority, with the addition of more offerings at Wellesley High School and a computer coding pilot planned for Wellesley Middle School in 2017-2018. One challenge the District faces in considering further expansion is how to integrate course offerings into a schedule already filled with curricula.

Another challenge that remains for WPS, as indicated in the strategic plan, is reducing the achievement gap for economically disadvantaged students, English Language Learners, students with disabilities, and students of color. WPS holds equity at the forefront of its work when considering everything from curriculum implementation, classroom resources, and educator professional development.

Attracting, Developing, and Retaining High Quality Educators

The District strives to increase the diversity of its staff. No student should go through WPS without seeing an educator who looks like them. The district continues to explore new ways to recruit and diversify the teaching staff. With targeted efforts coordinated by the Human Resources Office, the district was able to increase its hiring of new teachers of color from 10 percent in 2015-2016 to 20 percent in 2016-2017. These numbers are still too small and to date our efforts have had limited success in increasing the diversity of our staff.

Maximizing Our Resources

There was a great deal of work on the Hardy, Hunnewell, Upham (HHU) facilities project during the 2016-2017 school year. The HHU Master Plan Committee completed its work in March and issued a set of recommendations to the School Committee. The School Committee deliberated on these recommendations and voted a position statement in May. Among the determinations:

- Given the continued long-term decline in elementary enrollment, the School Committee plans to rebuild two of the three schools (Hunnewell, and either Upham or Hardy) and build the third school when enrollment trends past 2,350 students or the current facilities are not meeting the town’s educational needs.
- The schools renovated or rebuilt will include 19 classrooms, the same size as the Bates and Sprague schools.
- In the event that either the Hardy School or the Upham School closes, the School Committee is committed to retaining control of the building and land so it will remain available to serve the town’s future K-5 educational needs.

In June 2017, a School Building Committee was formed to execute the feasibility studies and continue the analysis needed to determine whether to build at Hardy or Upham. In December 2017, the Massachusetts School Building Authority invited Wellesley to partner on the construction of an elementary school building on one of these two sites. The Town plans to seek funding to continue this facilities work at a future Town Meeting.

ADDITIONAL RESOURCES

Focus Area I: Preparing Our Students

Standardized Assessment

Global data on SATs, and Advanced Placement: collegeboard.org

MCAS and School Profile information - Massachusetts Department of Elementary and Secondary Education (DESE) doe.mass.edu under the *Data and Accountability Tab*.

OECD (PISA): oecd.org/pisa

Social and Emotional Learning

Definitions and resources for SEL: casel.org

Second Step Curriculum: secondstep.org/early-learning-curriculum

Open Circle Curriculum: open-circle.org

The WHS Wheel of Social and Emotional Supports: wellesleyps.org/whs/students

Resources for Challenge Success: challengesuccess.org

Screening and Brief Intervention and Referral to Treatment (SBIRT): masbirt.org/schools

Global Citizenship

The Metropolitan Council for Educational Opportunity, Inc. (METCO): metcoinc.org

Focus Area II: High Quality Educators

The Data Wise Improvement Process from Harvard University: datawise.gse.harvard.edu

Focus Area III: Maximizing our Resources

Additional data on Wellesley Public Schools can be found at cleargov.com

Title I resources - the Massachusetts Department of Elementary and Secondary Education (DESE) doe.mass.edu under the *Finance and Funding Tab*.

Hardy, Hunnewell, Upham Facilities Project: wellesleyma.gov/774/School-Building-Committee---HHU

Wellesley Education Foundation (WEF): wellesleyeducationfoundation.org

Challenges and The Road Ahead

Buck Institute for Education: bie.org

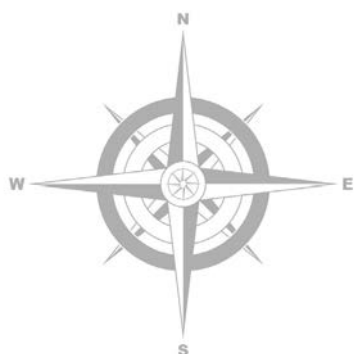
EdLeader21: edleader21.com

ACKNOWLEDGMENTS

With Sincere Appreciation - to the **Wellesley Education Foundation (WEF)** for their support - in particular, **Linda Chow** and **Carol Morrow** who helped to launch and co-chair the cross-sectional District Progress Report Superintendent's Advisory Committee (SAC) during their tenure as WEF Co-Presidents (2014-16). This District Progress Report was created as a coordinated effort between all district administrators and was compiled under the supervision of the **Superintendent** and the district's **Instructional Data Coordinator**. We would like to give special thanks to WEF's Vice President **Victoria Ostler** who took over the helm in the Fall of 2016 and has been instrumental to the publication of this inaugural edition.

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Dr. David Lussier, WPS Superintendent
Gerardo J Martinez, Schofield Principal
Carol Morrow, WPS Parent, WEF Chief Marketing Officer
Victoria Ostler, WPS Parent, WEF Co-Vice President



LIKE LOCAL DISTRICT COMPARISONS

	Spending Per Pupil Expenditure 2015-2016	Average Teacher Compensa- tion 2015-2016	Student to Teacher Ratio 2015-2016	Graduation Rate 2016	Attendance Rate 2015-2016	Composite Average SAT 2015-2016	% Advanced Placement Courses: Score of 3+ 2015-2016
DISTRICT	AMOUNT	AMOUNT	RATIO	RATE	RATE	SCORE	PERCENT
Belmont	\$13,349	\$85,279	16.8:1	96.3	96.5	1781	92.4
Brookline	\$18,866	\$93,727	12.8:1	92.8	95.8	1806	94.6
Concord*	\$18,857	\$95,732	12.9:1	-	96.4	-	-
Concord-Carlisle	\$21,506	\$97,978	13.2:1	97.5	95.1	1856	94.4
Dover-Sherborn	\$18,999	\$92,652	11.1:1	97.2	96.5	1841	94.4
Lexington	\$18,003	\$78,776	12.1:1	96.1	97	1875	94.3
Lincoln*	\$21,799	\$89,757	10.4:1	-	95.6	-	-
Lincoln-Subury	\$19,282	\$92,859	12.8:1	95.7	96.9	1759	95.9
Medfield	\$14,325	\$81,710	13.4:1	98.3	96.5	1698	74.4
Natick	\$14,291	\$70,293	14.6:1	97.9	96	1658	80.2
Needham	\$16,547	\$89,622	14.3:1	97.1	96.4	1730	92.6
Newton	\$18,779	\$78,209	11.6:1	97.3	96.5	1783	90.9
Sudbury*	\$15,259	\$83,234	13.8:1	-	96.5	-	-
Wayland	\$17,426	\$93,108	12.8:1	97.4	-	1807	92.9
Wellesley	\$18,636	\$93,536	13.7:1	96.1	95.5	1813	95.6
Weston	\$23,899	\$91,044	11.2:1	93.9	95.7	1834	84.2
Winchester	\$13,312	\$76,709	13.7:1	96.9	96.8	1790	89

Source: Department of Education School Profile Reporting 2017

* Concord, Lincoln, and Sudbury are K-8 Districts only.
They are regional school districts for Grs. 9-12



The Cast of Beauty and the Beast - WHS Fall Musical
Photo by Barry Braunstein



The Mini-Marathon at WMS

	Grades 3-8 % Meet or Exceed Expectations MCAS ELA 2017	Grades 3-8 % Meet or Exceed Expectations MCAS Math 2017	% Advanced & Proficient 10th Grade MCAS ELA 2017	% Advanced & Proficient 10th Grade MCAS Math 2017	% Advanced & Proficient 10th Grade MCAS Science 2017
DISTRICT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT
Belmont	75	78	96	96	90
Brookline	72	72	98	92	87
Concord	80	79	-	-	-
Concord-Carlisle	84	82	98	98	96
Dover-Sherborn	84	82	99	97	97
Lexington	79	81	98	96	95
Lincoln	62	62	-	-	-
Lincoln-Subury	-	-	98	96	91
Medfield	71	69	97	94	94
Natick	63	63	95	90	91
Needham	72	74	98	94	93
Newton	68	69	97	94	91
Sudbury	73	71	-	-	-
Wayland	71	74	98	95	95
Wellesley	76	71	99	96	95
Weston	75	78	99	96	81
Winchester	77	80	97	95	93

Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website.
2016 MCAS data for all students, all grades. Test data for Concord is Concord-Carlisle in grades 9-12.
Test data for Dover & Sherborn is Dover-Sherborn in grades 6-12.



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