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The following items will be discussed at an in-person and/or virtual meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, September 13 at 5:30 p.m. in Room 410 in the Durkin Administration Building:

gb 9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee.

gb 1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb 1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

gb 2-145 - Mailman (May 6, 2022)

Request that the Administration provide a report, from January to present, regarding teacher shortages to include teacher absences by school and indicate the resources utilized to cover their classroom.

gb 2-150 - Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on all secondary schools specialized programs occurring in each quadrant.

gb 2-151 - Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on the relative ability of a child to get into a specialized program that is in a secondary school that is outside their home quadrant.

gb 2-218 - Administration (August 8, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

gb 2-244 - Administration (August 24, 2022)

To consider an update of the Admissions Policy at Worcester Technical High School and recommend possible amendments.

Committee Members

Molly McCullough, Chair
Susan Mailman, Vice-Chair
Jermoh Kamara

Administrative
Representative
Dr. Marie Morse

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #6

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: Tuesday, September 13, 2022
at: 5:30 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

III. GENERAL BUSINESS

gb 9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee.

c&p 0-2 -Clerk (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

c&p 0-13 -Clerk (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb 0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

gb 1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb 1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

gb 1-323 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 19, 2021)

Request that the Administration provide an update on the use of Fountas and Pinnell Literacy Program in light of recent data.

c&p 2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb 2-42 - Kamara/Novick (January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health and provide an update on the implementation of the health curriculum.

gb 2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

gb 2-61 - Mailman/Clancey/Johnson/Kamara/McCullough/Novick (February 7,9 2022)

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

gb 2-94 – Kamara/Clancey/Johnson/McCullough/Mailman (March 9, 2022)

Request that the Administration provide an update on the Worcester Public School’s opt-in and opt-out options regarding the sex education curriculum and provide the full scope of program per grade level and information regarding the hiring of staff.

gb 2-139 – McCullough - (April 11, 2022)

Request that the Administration provide an update on High School Non-MCAS programs and explore utilization of space at schools in the district.

gb 2-145 - Mailman (May 6, 2022)

Request that the Administration provide a report, from January to present, regarding teacher shortages to include teacher absences by school and indicate the resources utilized to cover their classroom.

gb 2-150 - Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on all secondary schools specialized programs occurring in each quadrant.

gb 2-151 - Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on the relative ability of a child to get into a specialized program that is in a secondary school that is outside their home quadrant.

gb 2-152 - Mayor Petty (May 11, 2022)

To set up a meeting among Adjustment Counselors, School Psychologists, Wraparound Coordinators, Dr. Castiel, the Department of Public Health and certain members of the Mayor’s Mental Health Task Force to discuss Mental Health issues facing students in the WPS.

gb 2-167 - McCullough (May 17, 2022)

To provide professional development and training systemwide for all educators related to Social Emotional Learning (SEL) and tie it into the Multi-Tiered System of Supports (MTSS) and other SEL strategies.

gb 2-168 - McCullough (May 17, 2022)

To explore technology needs to assist with student and family communication for School Adjustment Counselors and School Psychologists.

gb 2-186 Kamara (May 27, 2022)

Request that the Administration allow the Worcester Bravehearts to discuss the organization's school based opportunities that link students to reading.

gb 2-188 Kamara (May 27, 2022)

To discuss the role of peer mental health supporters to target social, emotional, mental health and wellness in the district.

gb 2-201 - Mailman (July 11, 2022)

To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

gb 2-218 - Administration (August 8, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

gb 2-244 - Administration (August 24, 2022)

To consider an update of the Admissions Policy at Worcester Technical High School and recommend possible amendments.

IV. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Administration/Mayor Petty (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

BACKUP: Annex A (4 pages) contains the Administration's response to the item and an addendum to Step#5.

The fourteen action steps made by Mayor Petty and approved by the school committee were formerly tied to the previous Superintendent Binienda's employment contract. With our new superintendent Dr. Monàrrez the Worcester Public Schools will remain committed to:

1. Providing clear and transparent communication regarding achievement and discipline data.
2. Engaging with stakeholders and refining and developing new systems in order to reduce suspensions.
3. Supporting staff and students through a multi-year effort to provide comprehensive training that will reinforce and include understanding cultural differences, unconscious bias, understanding racial disparities, and trauma-informed care for all.
4. Reviewing, assessing, and changing our policies and implementation of MGL c222 as necessary.
5. Continue to maintain and sustain a robust English Language Learner Parent Advisory Council which includes Community-Based Organizations and Community Partners.
6. Continue to improve out-of-school suspension rates and work with community partners to create suspension alternatives in schools.
7. Continue to place Affirmative Action Committee work as a priority as WPS works to diversify our staff.
8. The WPS administration will work closely with the Latino Advisory Committee.
9. The WPS will begin the process of developing a new Strategic Plan.
10. Continue to improve student discipline practices and develop effective systems in the case of suspensions to provide innovative, equitable, and flexible approaches.
11. Continue to leverage the office of the Chief Diversity Officer and Human Resources to improve current established systems and practices that promote diversification of the workforce, recruitment, and retention of staff, and provide timely reports as needed.
12. Work closely with colleges and universities to recruit, hire and retain diverse teachers and support staff.
13. Continue to share and provide semi-annual reports to the school Committee on English Language Learner programming, compliance, and best practices.
14. Continue to work with the school committee to consider and implement recommendations of the Mayor's Commission.

5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversity Officer.

Worcester Public Schools' English Learner Parent Advisory Council

This informative report utilizes information from DESE to provide a basic overview of ELPACs in general. This report also provides information about the history and future of ELPAC in Worcester Public Schools.

What is an ELPAC?

An ELPAC is an English Learner Parent Advisory Council. ELPACs are made up of parents and guardians of current and former ELs (English Learners). ELPACs can provide advice and insight on topics that are important to ELs in their school or district community.

What are the duties of an ELPAC?

ELPAC duties include (but are not limited to):

- Providing advice to the district or school regarding its English Learner Education programs;
- Meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs;
- Participating in the review of school improvement plans and district improvement plans as the plans related to ELs; and
- Reviewing proposals by the school district to offer a new instructional program for ELs.

Why are ELPACs important?

ELPACs are a key element of effective family engagement for ELs in Massachusetts. Building strong school-family partnerships with the families of ELs will help parents engage in the education of their children and allow schools to better serve ELs. In Massachusetts schools, ELs

can acquire English and succeed academically while maintaining their unique cultural and linguistic identities. ELPACs are an important tool to help make that happen.

Which schools or districts are required to establish ELPACs?

According to the LOOK Act of 2017, the following schools or districts are required to establish ELPACs:

- School districts or charter schools operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the school district's or charter school's population, whichever is less;

- Schools designated as underperforming or chronically underperforming and operating a program for ELs. School districts and schools that are required to establish ELPACS must annually notify parents of ELs in writing of the opportunity to participate in the ELPAC. Districts should provide notification to parents in a language they can understand.

Who leads an ELPAC?

Effective, self-sustaining ELPACs that are parent-led will be the most successful partners for promoting meaningful school-family engagement. Each ELPAC will write bylaws that establish officer roles and define their responsibilities.

How can my school or district assist our ELPAC?

Your school or district can assist ELPACs in their operations and activities by helping to schedule meetings, recruit parents, and facilitate information sessions. Schools and districts can also help ELPAC members build capacity as leaders and support the formation of partnerships between the ELPAC and other community or school organizations.

How has the ELPAC in the Worcester Public Schools developed?

WPS launched its ELPAC in the 2018-2019 school year. Our main focus was on introducing ELPAC's purpose to our families, engaging families' interest, and soliciting parent leaders. Additional topics generated by the interest of the parents that participated in the previous meetings were added to the agendas. Interpreters of the following languages were present at meetings: Albanian, Arabic, Nepali, Portuguese, Spanish, Swahili, Twi, and Vietnamese.

The Office of Multilingual Education (formerly the Office of English Learner Programs) continued to engage with families and communities throughout the 2019-2020 school year in order to continue to foster collaboration and facilitate communication to support our shared goal of success for every student. During this year, we formed a planning committee composed of volunteer ELPAC parents who were interested in taking a leadership role. We also invited our community partners to be part of planning meetings. Parents leaders generated ideas to help define the ELPAC's goals based on the following questions:

- What information do parents want/need to share with the district?
- What information do parents want/need to know from the district?
- What are the areas or issues we want/need to work on together?

The following ideas were generated as some of the important goals for ELPAC:

- Sharing parent concerns and experiences in WPS
- Building community and opening spaces for dialogue
- Welcoming newcomers into WPS
- Sharing information about EL program options and English language development
- Supporting bilingualism
- Advancing cultural understanding

Finding a location that was central and accessible to as many parents as possible was another important priority. To address this priority, we were able to partner with Creative Hub who provided both the space and an art activity for children while their parents were meeting. The overwhelming response of the families caused us to think about possibly having a quadrant-

based ELPAC as we thought accommodating growth would pose a challenge for both locations and support from interpreters. Due to the shutdown, we were unable to hold the remaining two planned ELPAC meetings for the year. However, we met virtually one last time with our planning committee on June 10, 2020 to discuss current challenges families are facing and ideas for our collaborative work moving forward.

WPS continued to maintain ELPAC remotely during the 2020-2021 academic year. The district supported the planning of meeting agendas and leading discussions. With the goal of building a parent-led ELPAC, the focus in 2020-2021 was to support our ELPAC parent leadership team through capacity building by utilizing the online ELPAC Parent Training Modules provided by DESE. These online training modules feature parents, guardians, and other family members of ELs who participate in ELPACs. The modules are available in English, Spanish and in Portuguese. We also provide interpreters for the other languages not represented. Additionally to the modules, two parent representatives and district staff attended an ELPAC parent leadership convening sponsored by DESE. More information on DESE's ELPAC resources can be found on [DESE's ELPAC webpage](#).

The ELPAC has not voted on officers yet, but the district has been working with a group of parent leaders that have stepped up to help build up our ELPAC. During the May 2021 ELPAC meeting, the parents reviewed DESE's model of by-laws and made recommendations to adapt them to meet the needs of Worcester's ELPAC. A draft set of bylaws was developed with the goal of voting on bylaws once sufficient representation is present in ELPAC. Once the bylaws are adopted, ELPAC will be able to vote on officers.

For the 2021-2022 school year, the ELPAC parent planning committee convened again and developed areas of focus for the year's ELPAC meetings. The following ELPAC meetings were held via Zoom in winter/spring 2022:

- January 26, 2022 - 5:00-6:30 PM: Program Options for Multilingual Learners
- March 30, 2022 - 5:00-6:30 PM: Multiculturalism in WPS
- May 25, 2022 - 5:00-6:30 PM: ACCESS Score Reports and Summer Learning Opportunities

Information about these meetings was distributed widely via the WPS webpage, social media, email, and phone. Slide decks from these meetings were posted on the [WPS ELPAC webpage](#).

For the 2022-2023 school year, the ELPAC parent planning committee will be convened again to develop the year's focus and plan the year's meetings. At this time, tentative in-person ELPAC meetings are planned for November, January, March, and May of this school year. Information about this year's meetings will be distributed via the WPS webpage, social media, email, and phone as in prior years. Slide decks from these meetings will also be posted on the WPS ELPAC webpage.

ITEM: gb #1-53

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick
(February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

PRIOR ACTION:

- 2-25-21 - Mr. Monfredo requested that the Administration consider formulation of a committee by early April.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-30-21 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES
Dr. O'Neil stated that new grant opportunities were announced by the State this week and plans for the 2022 summer programs have begun.
Mr. Monfredo made the following motion:
Request that the Administration provide an update in May regarding summer program possibilities and pandemic planning.
On a roll call of 3-0, the motion was approved.
- 4-8-21 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. Morse stated that the Administration is looking for innovative ways to make the elementary school summer learning program more engaging for students. **(Continued on Page 2)**

BACKUP:

Annex A (4 pages) contains the Administration's response to the item.

PRIOR ACTION (continued)

- 1-18-22 - Dr. Sippel stated that WPS is partnering with Generation Teach, which engages educators as leadership residents, who train and supervise high school and undergraduates who are interested in teaching to lead a program for middle school students. He feels this is an opportunity to cultivate future educators within the community.
Ms. Kamara asked about reading programs and Dr. Morse stated that the Administration is exploring tutoring labs for students who need extra help.
On a roll call of 3-0, the item was held for additional updates in March.
- 2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 4-12-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Member Kamara made the following motion:
Request that the Administration provide more information regarding the grants.
On a roll call of 3-0, the motion was approved.
Chair McCullough made the following motion:
Request that the Administration provide a report on the Jump Start Program by mid July 2022.
On a roll call of 3-0, the motion was approved.
On a roll call of 3-0, the item was held.
- 5-5-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-22-22- STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. O’Neil stated that programs began this week and will carry on throughout the summer.
Superintendent Binienda stated that summer school programs are different than in past years with the district trying to make it like a campus. The students had choices as to which programs they wanted to get involved in. The Generation Teach program for middle and high school students is completely full.
Ms. Kelley added that summer camps will be held at Elm Park, robotics camps at the Worcester Art Museum and the Bookmobile will be available. She also stated that there are 150 to 200 students that signed up for Catapult tutoring. Another new initiative is a camp, funded with ESSER money, with the Boys and Girls Clubs.

(Continued on Page 3)

PRIOR ACTION (continued)

- 6-22-22 - Ms. Melendez-Quintero stated that the district has a secondary program which partners with Quinsigamond and 100 multilingual students have signed up for the program with many on the waiting list. Professors have been working with WPS to develop curriculum that focuses on college and career readiness. Another program is focused on middle school ESL tutoring in Math and Spanish and an elementary program focused on building bilingualism that is taught completely in Spanish. Member Kamara asked for a report on the number of low income students who have registered for these programs compared to last year and also a list of the programs that were offered in past years. Ms. Kelley stated that she would provide that information. Member Mailman asked for a list of the secondary school programs being offered this year and Dr. Sippel stated that he would provide that information. Chair McCullough requested that the item be held for an update in September. On a roll call of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

Low Income Student Registration: The percentage of Low Income students who registered for summer school in 2021 and 2022 was similar; there were 3% more low income students registered in 2021.

Summer School Elementary Enrollment: Low-Income Students			
School Year	Summer Enrollment (Number)	Summer Enrollment (Percent)	WPS Full Year Enrollment
2021-2022 Academic Program	359 Students	84%	74%
2021-2022 Art/Robotic Camps	149 students	71%	74%
2020-2021 Academic Program	776 Students	80%	74%

Elementary Summer School Programming	
Summer School 2022	<ul style="list-style-type: none"> • Four sites by quadrant: Chandler Elementary, Canterbury, Norrback, Roosevelt • Two school based sites: Clark St, Goddard, Woodland Academy • Three Blocks: ELA, Math Enrichment (Small group instruction and acceleration) • Two Summer Camps: Arts Explorers and Robotic (Three one week sessions) • Virtual Tutoring • School Based Tutoring in August: Chandler Elementary and Canterbury • Registration of WPS students to full summer programs at Girls and Boys Clubs
Summer School 2021	<ul style="list-style-type: none"> • Sixteen individual sites and two "hub" sites • Learning through theme based activities and exploration • Academic acceleration to address learning loss from the pandemic • Intentionally incorporated social and emotional learning

Summer School 2020	<ul style="list-style-type: none">• Virtual Summer School• All teachers created a Google classroom• Morning meetings started the day• Launch of mini lessons, explanation of assignments for students to work• Teacher remained available on zoom to assist students in their work• Day ended with whole group together to close lesson, introduce next day work and provide feedback
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2022 Secondary Summer Programming

Early College Worcester Summer Academy @ Worcester State University

In partnership with Quinsigamond Community College and Worcester State University, the WPS offered an exciting summer bridge program for rising 9th grade students to explore college and career opportunities on a university campus. Students engaged in college readiness and enrichment workshops led by faculty from WPS, QCC, WSU and other partner organizations. Students ate breakfast and lunch on campus each day; the 5-day experience culminated with a celebration event.

Session 1: Monday, July 18 to Friday, July 23 ~100 students

Session 2: Monday, July 26 to Friday, July 30 ~80 students

Early College Worcester Summer Courses @ QCC and WSU

Summer courses high school students took for high school and college credit on the campuses of Quinsigamond Community College and Worcester State University.

BTT 101 Introduction to Biotechnology *In-Person at QCC**- 3 Credits: May 24 -July 5

CM-110 - Public Speaking *In-Person at Worcester State** - 3 Credits: June 27 to August 17

BA- 100 - Introduction to Business *In-Person at Worcester State* - 3 Credits: June 27 to August 17

FYE 101 – First Year Experience *In-Person at QCC** - 3 Credits: July 11-August 16

PSY 101 Introduction to Psychology 101 *In-Person at QCC** - 3 Credits: July 11-August 16

Generation Teach STEAM Academy @ North High School

A free and fun 5-week program for rising 6th, 7th and 8th grade students. The program featured small classes, young teachers, and hands-on learning in math, reading, law, and engineering--as well as enrichment classes sports, art, games, and more. Students engaged in daily community meetings, fun competitions, and Fun Friday events and field trips, and they ate breakfast and lunch on campus each day.

Monday, June 27 to Friday, July 29 8:30 am-4:00 pm ~150 students

Jump Start

These programs are providing students who are making a transition to a new school and grade span with an opportunity to become familiar with staff and students at their new school building.

Forest Grove Middle: June 21 & 22, 8:30 am to 12:00 pm for 300 rising 7th grade students

WTHS: June 21 & 22, 8 am-3 pm (Perkins-funded; no transportation required)

Worcester East Middle: June 27-July 1, 8 am-12 pm daily

UPCS: July 18-29, 8 am-12 pm for rising grades 7 and 9

Sullivan Middle: August 17, 9:30 am-12 pm for 250 rising students in grades 6, 7 & 8

North High: August 15-18, 8 am-2 pm (for incoming 9th grade students, 1 day per group)

Burncoat Middle: August 22-23, 8 am-12 pm for 75 rising 7th grade students

Claremont Academy: August 22 & 23, 8-11 am for rising grades 7 and 9

South High: August 22, 23, & 24, 9 am-1 pm for approximately 200 rising grade 9 students

Burncoat High: August 23 & August 24, 8 am-12 pm for rising grade 9 students

Doherty High: August 23 & August 24, 8 am-12 pm for rising grade 9 students

"My Future Self": Claremont Academy Early College Summer Bridge @ Worcester State University

In partnership with Quinsigamond Community College and Worcester State University, the WPS offered a summer bridge for rising 9th grade Claremont students to explore college and career opportunities on a university campus. Students engaged in college readiness and enrichment workshops led by

faculty from WPS, QCC, WSU and other partner organizations. Students ate breakfast and lunch on campus each day; the 9-day experience culminated with an overnight stay in a WSU college residence hall and a celebration event.

Tuesday, July 5 to Friday, July 15 10:00 am-3:00 pm -- 50 students

Summer School (High School)

This program provided students with opportunities to recover credit for classes in which they earned a final mark of 55-64 in English Language Arts, Math, or Science. PLATO credit recovery was made available for other courses. Students who received no credit due to unexcused absences were also eligible to recover credit through this program. Special Education and English learner support was provided at each site.

Monday, June 27 to Thursday, July 14

Burncoat High, North High, Worcester Tech: 8:00 am-12:00 pm

Claremont Academy (including UPCS), Doherty High (at WTHS), South High: 9:00 am-1:00 p m

Summer School (Middle School)

This program provided students with opportunities to receive extra support in English Language Arts and Math, and to participate in Physical Education and social skill development. Special Education and English learner support were also provided at each site.

Monday, June 27 to Thursday, July 14

Burncoat Middle and Worcester East Middle: 8:00 am-12:00 pm

Forest Grove Middle and Sullivan Middle: 9:00 am-1:00 pm

ITEM: gb #1-312

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

ITEM:

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

PRIOR ACTION:

11-18-21 - Ms. McCullough requested that the Administration provide a report at a meeting of the Standing Committee on Teaching, Learning and Student Supports.

It was moved and voice voted to refer the item to the Standing Committee of Teaching, Learning and Student Supports.

1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Ellen Kelley stated that City View, Flagg Street and Norrback Avenue Schools will be utilizing Catapult Learning and the Ignite Program will be used at Quinsigamond Avenue School beginning in February. The programs are being funded by the One 8 Program and through DESE. The programs focus on foundational reading skills, are all virtual and will be held after school. The Catapult Learning Program at Flagg Street School will take place in the evening hours with assistance from families.

Dr. Sippel stated that the district has just begun looking at tutoring services at the secondary level. They did meet with representatives from Paper Education Company, but are also exploring other options.

(continued on Page 2)

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the item.

PRIOR ACTION (continued)

- 1-18-22 - Bruce Duncan, representing Paper Education Company, presented an overview stating that it is a twenty-four hour platform with unlimited essay review and is currently available in four languages, English, Spanish, French and Mandarin. Students would be able to receive annotated feedback from tutors and is accessible on all platforms. Teachers are trained to apply the Socratic teaching method. He provided a demonstration of the program detailing the different search methods for students including typing in a question or logging in with a tutor. Tutors will not be sharing answers with the students. Files can be uploaded and assessed by the tutor for review and returned back to the student within 24 hours with feedback from the tutor. WPS teachers can access their student's usage and tutor comments. Chair McCullough was impressed with the 24/7 availability and the variety of subject areas. She asked if the Administration could explore piloting the program for one grade or a certain subset. Superintendent Binienda stated that the company does not prefer to do a pilot and that the cost would be over 1.4 million dollars and would have to go out for bid. Lydia Rodriguez, Assistant Superintendent of Springfield Public Schools, stated that Springfield has been using Paper for over four years and teachers are also using it in the classroom allowing them to work with smaller class groups. She stated that it has been very helpful with staffing shortages and provided equity to learning and acceleration. Vice-Chair Mailman asked if the elementary teachers suggest the tutoring or do the students ask for the help. Ms. Kelley stated that all three principals meet with the project managers and receive input from the teachers, but families also can request the extra help. Ms. Kamara asked if there is any video component with Paper and Mr. Duncan stated that most students preferred the anonymity and video could pose a privacy issue.

(the following motions were considered together)

Chair McCullough made the following motions:

Request that the Administration provide an update in March on the Catapult and Ignite tutoring programs in the elementary schools.

Request that the Administration continue a conversation with Paper and explore what the opportunities are for utilizing their virtual tutoring services and consider sending out a bid for comparison and provide an update at the February 8, 2022 meeting of Teaching, Learning and Student Supports.

(continued on Page 3)

PRIOR ACTION (continued)

- 1-18-22 - Ms. Kamara made the following motion:
Request that the Administration provide a report on the elementary quadrants' use of Catapult and Ignite.
On a roll call of 3-0, the motions were approved.
On a roll call of 3-0, the item was held for the meeting of February 8, 2022.
- 2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as amended.
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 2-8-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING - The School Committee approved on a roll call of 7-0, the action of the Standing Committee as stated.
- 3-15-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.
Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.
Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.
On a roll call of 3-0, the item was held.

PRIOR ACTION (continued)

- 4-7-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 4-12-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
On a roll call of 3-0, the item was held.
- 5-5-22 - The School Committee approved the action of the Standing Committee as stated.
- 5-10-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
On a roll call of 3-0, the item was held for a meeting in June.
- 5-19-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-22-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Member Mailman asked for an update on the secondary level virtual tutoring and Dr. Sippel stated that the district is still exploring options. Superintendent Binienda stated that the district has been utilizing in house tutors for MCAS and found that secondary students preferred the one on one that those tutors provided.
Member Kamara requested a report in November containing feedback from students and families on the successes and challenges of the summer and fall Ignite and Catapult tutoring.
On a roll all of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

Virtual Tutoring Summer, 2022	
Model	Logistics
Catapult Learning 4 to 1 tutoring	<ul style="list-style-type: none">• 144 families registered; 120 student attended regularly• Tutoring groups met on Zoom 3 times a week for 40 minutes• Groups ran throughout the day, morning and afternoon session, to provide options/flexibility for families• Technology worked great overall, very few glitches• Tutoring services across 18 elementary schools in WPS• Very positive feedback from families who completed survey• Many asked to continue tutoring services through the fall• The personalized, high-dosage tutoring kept students in a "learning mindset" during the summer• The curriculum focused heavily on phonics, and also incorporated the target skills that WPS teachers suggested• The curriculum filled in the gaps for the students and differentiated instruction was provided to instruction a wide variety of learners.
Feedback From Parent Survey	

- Very few parents completed the survey (39 parents)
- The majority of parents said they thought their child made progress and they would like to continue in the fall (There was one maybe and one not sure)
- One parent did not want their child to continue in the fall.

Parent Comments about the program

"I appreciate all your support and helping my son"

"He has dyslexia and I am not sure this program was helpful with reading progress"

"Good curriculum for age and learning pace, great staff and support, thankful for supplies"

"The teacher is a very wonderful teacher"

"I'm very happy with the tutoring program. Ms. Gabby was wonderful and patient with my son"

"Ms. Gabby awesome teacher"

"I think it was very good to keep the mind from forgetting things over the summer"

Success	Challenges
<ul style="list-style-type: none"> • Very few computer glitches • Sound curriculum with phonics and teacher targeted areas • Provided support for learning loss • Continuation in the fall, 100 slots with hope of more • GEER funded 	<ul style="list-style-type: none"> • 24 students who registered did not participate • When there were attendance issues it was hard to reach families; the staff was unfamiliar • Very few parents completed the survey
Virtual Tutoring, Fall, 2022 TBD	

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Mailman (May 6, 2022)

Request that the Administration provide a report, from January to present, regarding teacher shortages to include teacher absences by school and indicate the resources utilized to cover their classroom.

PRIOR ACTION:

- 5-19-22 - On a voice vote, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 6-22-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that the number in absences reported corresponded to spikes in COVID and the availability of having long term substitutes provided greater flexibility.
Member Kamara requested that a report be provided throughout the school year listing teacher absences by school.
Superintendent Binienda suggested that the report include the number of teachers at the schools and also include the number of students that have been vaccinated.
Member Mailman requested an update in September on the vaccination rate per school.
Chair McCullough requested that the item be held for updates in September and January.
On a roll call of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

BACKUP:

ITEM: gb 2-150

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on all secondary schools specialized programs occurring in each quadrant.

PRIOR ACTION:

- 5-19-22 - On a voice vote, the item was referred to the Administration.
- 8-18-22 - On a voice vote, gb 2-150 and gb 2-151 were referred to the Standing Committee on Teaching, Learning and Student Supports.
(gb 2-229)

BACKUP: (consider with gb 2-151)
Annex A (3 pages) contains the Administration's response to the item.

Worcester Public Schools
Specialized Programs for Secondary Students
September 2022

Program	Location/ Quadrant	Capacity of the Program	Open to students in all quadrants?	Application/ admissions process	Transportation provided?	Waiting List?
Business Technology Academy (Chapter 74)	North High School / North Quadrant	80 students, Grades 9-12	Yes	Effective 2022, 20 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs.	Yes, if the student lives within the City of Worcester at least 2 miles from North High.	Yes; all interested students have been accommodated at this time.
Culinary Arts Chapter 74)	South High Community School / South Quadrant	120 students, Grades 9-12	Yes	Effective 2022, 30 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs.	Yes, if the student lives within the City of Worcester at least 2 miles from South High.	Yes, established through the tiered lottery each spring.
Diesel Technology Chapter 74 Program	South High Community School / South Quadrant	120 students, Grades 9-12	Yes	Effective 2022, 30 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs.	Yes, if the student lives within the City of Worcester at least 2 miles from South High.	Yes, established through the tiered lottery each spring.
Early Childhood Education Chapter 74 Program	South High Community School / South Quadrant	120 students, Grades 9-12	Yes	Effective 2022, 20 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs.	Yes, if the student lives within the City of Worcester at least 2 miles from South High.	Yes, established through the tiered lottery each spring.

Engineering Technology Academy (Chapter 74)	Doherty Memorial High School / Doherty Quadrant	400 students, Grades 9-12	Yes	Effective 2022, 100 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs.	Yes, if the student lives within the City of Worcester at least 2 miles from Doherty High.	Yes, established through the tiered lottery each spring.
Dual Language Spanish Program (Grades 7-12)	Burncoat Middle and Burncoat High / Burncoat Quadrant	150 students, Grades 7-12	Yes	Students are admitted after consultation with families regarding language background and assessment of the students' Spanish proficiency/readiness and interest in participating in a dual language program.	Yes, if the student lives within the City of Worcester at least 2 miles from Burncoat.	Interested students have been accommodated at this time.
Goddard Scholars Academy (Grades 6-8)	Sullivan Middle School / South Quadrant	150 students, Grades 6-8	Yes	50 seats rising 6th grade students admitted annually; based on application and English & math assessment results (MCAS or STAR).	Yes, if the student lives within the City of Worcester at least 2 miles from Sullivan Middle.	Yes, established through the admissions process each winter.
Goddard Scholars Academy (Grades 9-12)	South High Community School / South Quadrant	275 students Grades 9-12	Yes	Additional rising 9th grade students are admitted annually based on application, 7th & 8th grade academic results, attendance and behavior as space allows. MCAS scores may also be considered but at a decreased weighting.	Yes, if the student lives within the City of Worcester at least 2 miles from South High.	Yes; all interested students have been accommodated at this time.
Hanover Insurance Academy of the Arts (Grades 7-8)	Burncoat Middle School / Burncoat Quadrant	100 students, Grades 7-8	Yes	50 rising 7th grade students admitted annually; based on application and English & math assessment results (MCAS or STAR).	Yes, if the student lives within the City of Worcester at least 2 miles from Burncoat Middle.	Yes, established through the admissions process each winter. All students have been accommodated at this time.

<p>Hanover Insurance Academy of the Arts (Grades 9-12)</p>	<p>Burncoat High School / Burncoat Quadrant</p>	<p>200 students, Grades 9-12</p>	<p>Yes</p>	<p>Rising 9th grade students are admitted annually as space allows based on application, 7th & 8th grade academic results, attendance and behavior. Applicant interest in the visual or performing arts is another important consideration.</p>	<p>Yes, if the student lives within the City of Worcester at least 2 miles from Burncoat High.</p>	<p>Yes; all interested students have been accommodated at this time.</p>
<p>Health Sciences Academy (Chapter 74)</p>	<p>North High School / North Quadrant</p>	<p>80 students, Grades 9-12</p>	<p>Yes</p>	<p>Effective 2022, 20 rising 9th grade students are admitted annually using the tiered lottery process approved for WPS Chapter 74 CVTE programs</p>	<p>Yes, if the student lives within the City of Worcester at least 2 miles from North High.</p>	<p>Yes; all interested students have been accommodated at this time.</p>
<p>Worcester Technical High School Chapter 74 Programs</p>	<p>Worcester Technical High School (districtwide)</p>	<p>1,600 students, Grades 9-12</p>	<p>Yes</p>	<p>Effective 2022, 400 rising 9th grade students are admitted annually with seats allocated to district feeder schools in proportion to the percentage of 8th grade students attending each the previous year. Admissions decisions are based on the tiered lottery process approved for WPS Chapter 74 CVTE programs.</p>	<p>Yes, if the student lives within the City of Worcester at least 2 miles from Worcester Technical High School.</p>	<p>Yes, established through the tiered lottery each spring.</p>

ITEM: gb 2-151

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Kamara (May 11, 2022)

Request that the Administration provide a report, in the form of a chart, on the relative ability of a child to get into a specialized program that is in a secondary school that is outside their home quadrant.

PRIOR ACTION:

- 5-19-22 - On a voice vote, the item was referred to the Administration.
- 8-18-22 - On a voice vote, gb 2-150 and gb 2-151 were referred to the Standing Committee on Teaching, Learning and Student Supports.
(gb 2-229)

BACKUP: (consider with gb 2-150)

ITEM: gb 2-218

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Administration (August 9, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

PRIOR ACTION:

8-18-22 - On a roll call of 5-2 (absent Clancey and Kamara), the item was approved.
On a voice vote, the item was referred to the Standing Committee on Teaching, Learning and Student Supports for discussion.

BACKUP:

ITEM: gb 2-244

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, September 13, 2022

ITEM: Administration (August 24, 2022)

To consider an update of the Admissions Policy at Worcester Technical High School and recommend possible amendments.

PRIOR ACTION:

- 9-1-22 - Student representative Kendra Anim recommended that students who are in the Innovation Pathway Programs should have a chance to be accepted into Worcester Technical High School at any grade level. Mayor Petty requested that Kendra Anim be invited to the meeting of the Standing Committee on Teaching, Learning and Student Supports when the item is discussed. Member Kamara requested that the Administration provide a report to include a representation of students of color and economically disadvantaged students who were accepted into the freshman class at WTHS. On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Annex A (5 pages) contains the Administration's response to the item.

The Administration recommends that the School Committee maintain the current CVTE admissions policy without significant revisions for the 2023-2024 school year given the positive demographic outcomes that have resulted from the first year of its implementation. Please note that graphs with additional data requested by the Committee are attached.. The Administration also suggests that a review of the CVTE admissions policy and a minor revision be considered by the Standing Committee on Teaching, Learning, and Student Supports at its next meeting.

BACKGROUND

On June 22, 2021 the Massachusetts Board of Elementary and Secondary Education adopted new regulations for admissions to vocational technical schools and vocational programs at comprehensive high schools (CVTE). The Worcester School Committee approved a major revision of its CVTE admissions policy on December 16, 2021, (1) establishing a tiered lottery system with seats allocated to each feeder school in proportion to the share each had of the district's 8th grade enrollment* and (2) stating that the School Committee would review the policy on an annual basis. State regulations require the district to submit an annual attestation regarding the equity of its admissions policy to the Department of Elementary and Secondary Education (DESE) by October 1.

OUTCOMES FROM 2022-2023 ADMISSIONS CYCLE

Both the percentages of students classified as English Learners who applied and those who were accepted into the incoming class at WTHS increased substantially under the new policy relative to previous years. The percentage of applicants classified as English Learners jumped from 12.9% in 2021 to 17% in 2022 (the portion of potential applicants in 2021 who were English Learners was 20% and 18.9% in 2022). The percentage of initially accepted students classified as English learners for 2021-2022 was 11.1%; for 2022-2023 the percentage was 16.5% (see Graph 1 below). It should be noted that WPS has been under scrutiny for several years from DESE and the US Department of Justice due to the discrepancy between percentage of English Learners accepted at Worcester Tech and the percentage of English Learners who were eligible to apply for admission.

The percentage of Students with Disabilities accepted under the new admissions policy also increased from 15.8% for SY22 to 17% for SY23. For SY23 the discrepancy between the percentage of SWD accepted and the percentage of SWD eligible to apply was the lowest it has been since DESE has been reporting this data. The gender balance also shifted to align more closely with the overall district population. The students accepted for 2021-2022 was 64% female; the tiered lottery for 2022-2023 yielded an accepted cohort that was approximately 55% female.

The percentages of students of color and economically disadvantaged students accepted into the 9th grade class continue to closely match the representation of these groups in the overall district population and have increased relative to their representation in 2021-2022 (please see Graphs 2 and 3 below)

REVISION TO BE CONSIDERED

A rare circumstance that was not foreseen in the development of the admissions policy was how to handle 8th grade applicants who are siblings. In 2022, there was at least one case in which siblings (twins, in fact) applied for admission to WTHS from the same feeder school and were assigned to the same tier in the lottery. The number of one sibling was drawn to be accepted while that of the other was drawn for the waiting list. These siblings will therefore be attending different high schools.

The School Committee is asked to consider inserting the following language into the WPS CVTE Admissions policy as Section V.1.ii.5.:

“There may be cases when 8th grade siblings may apply for admission to WTHS from the same feeder school and are assigned to the same tier for the lottery. As the tiered lottery is a random drawing, one sibling may be accepted for a seat allocated to their school while the other sibling(s) might be placed on the waiting list. If this occurs, the parent/guardian may notify the WTHS administration of the circumstance and provide legal documentation of the applicants’ sibling status. After a review of the documentation, WTHS may then allocate additional seats to accommodate any sibling(s) who were placed through the lottery on the waiting list.”

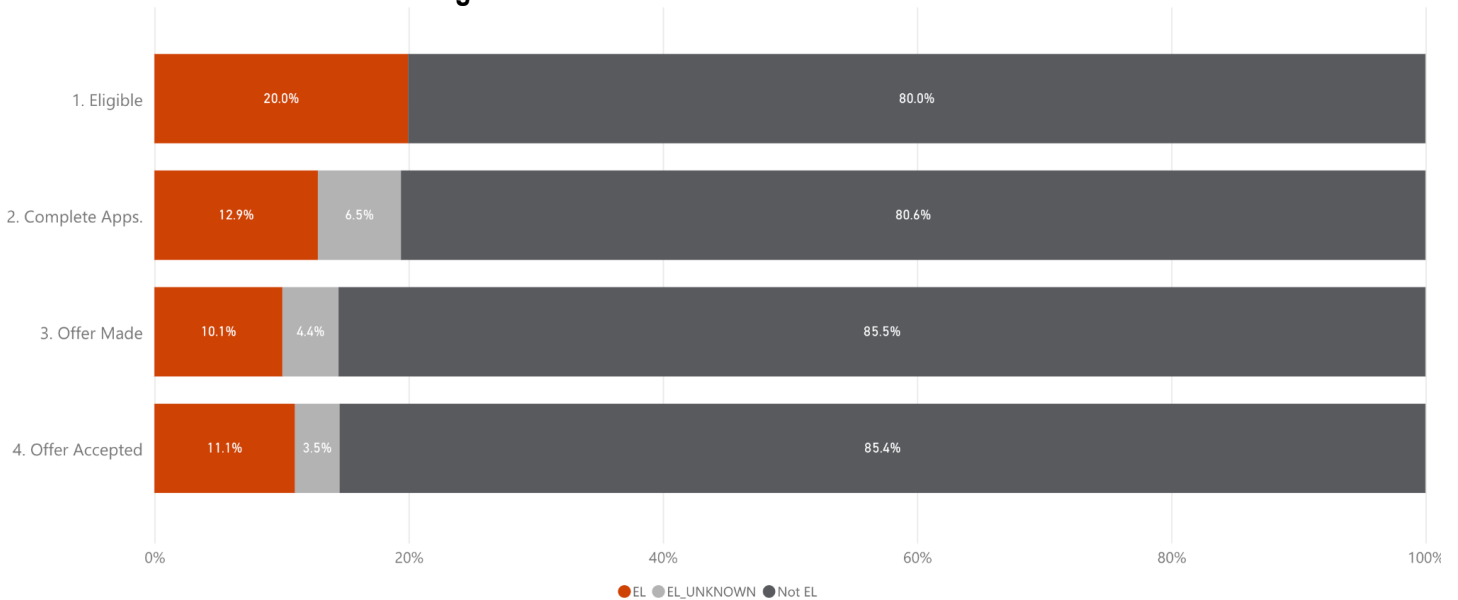
RATIONALE

The policy adopted by the School Committee in December 2021 has significantly increased the representation of English Learners among the students accepted into the freshman class at WTHS. The discrepancy between the percentage accepted and the percentage of English Learners among the eligible applicants in the district is the lowest since DESE began collecting this data. The representation of other populations of students has also been maintained or improved under the new policy.

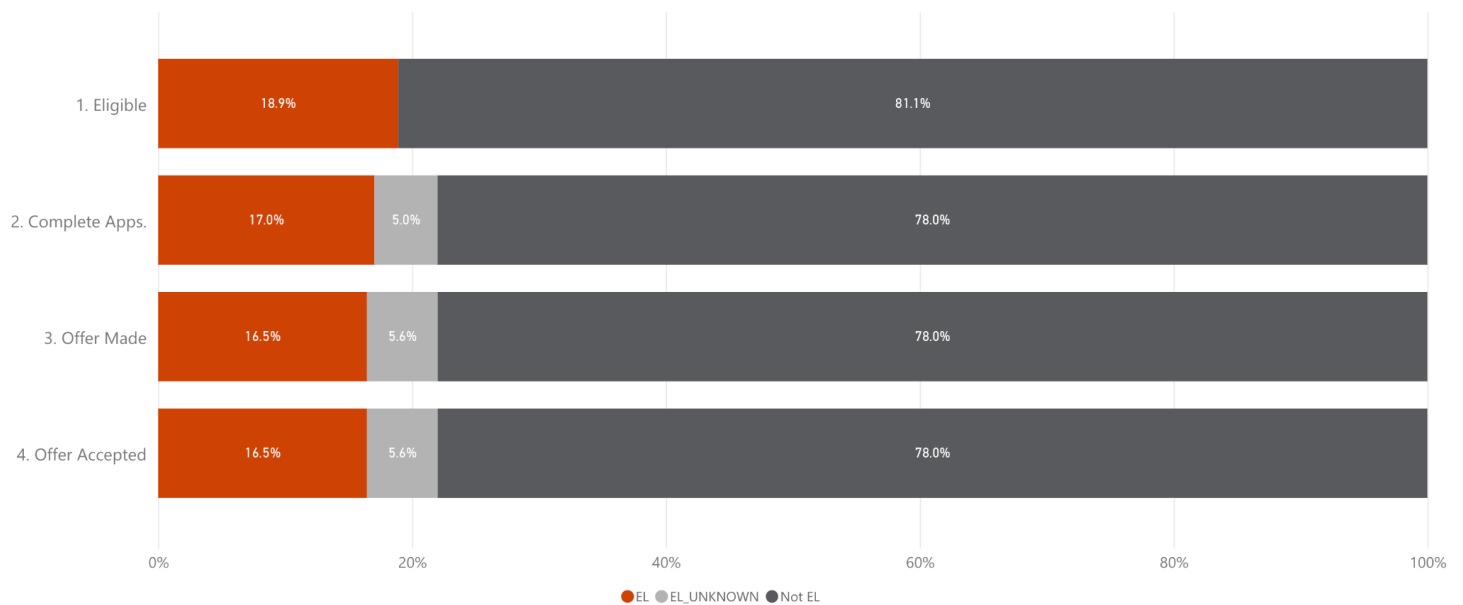
**Note: The proportional allocation of seats to each feeder school applies to WTHS admissions, but not to admissions for the CVTE programs at the district’s comprehensive high schools.*

Graph 1

WTHS Admissions for 2021-2022: English Learners**



WTHS Admissions for 2022-2023: English Learners**

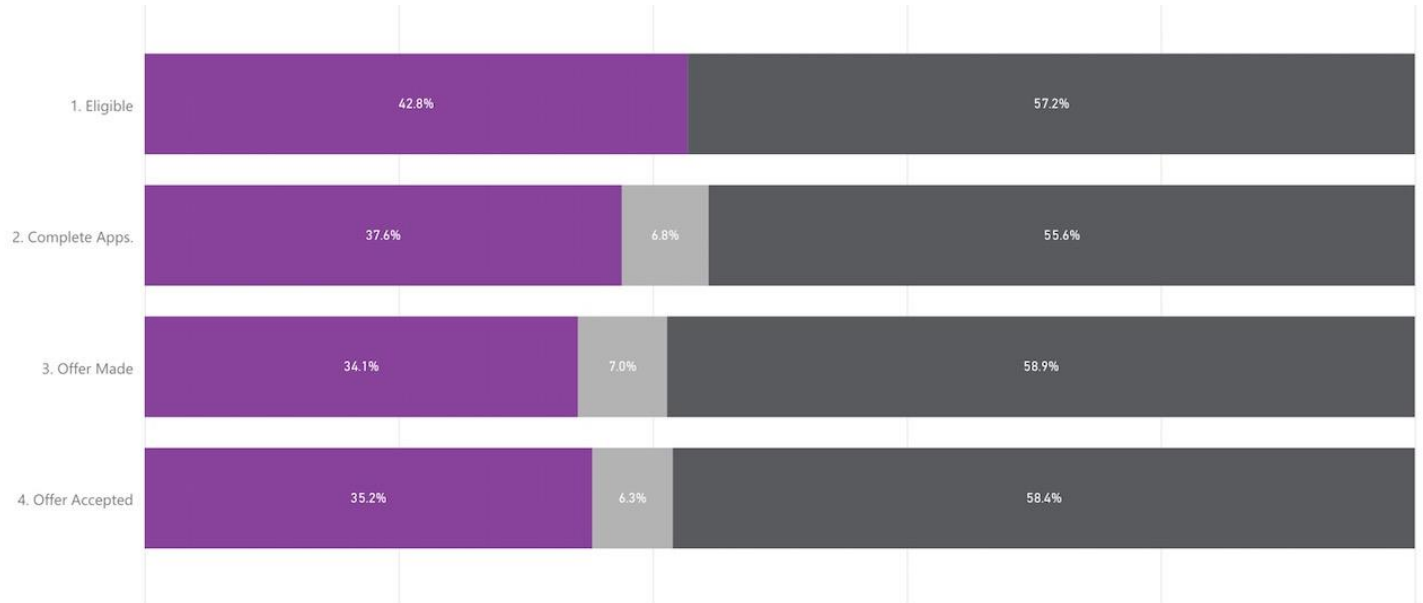


**Data provided by the Massachusetts Department of Elementary and Secondary Education (DESE), 2022. Data can be accessed here:

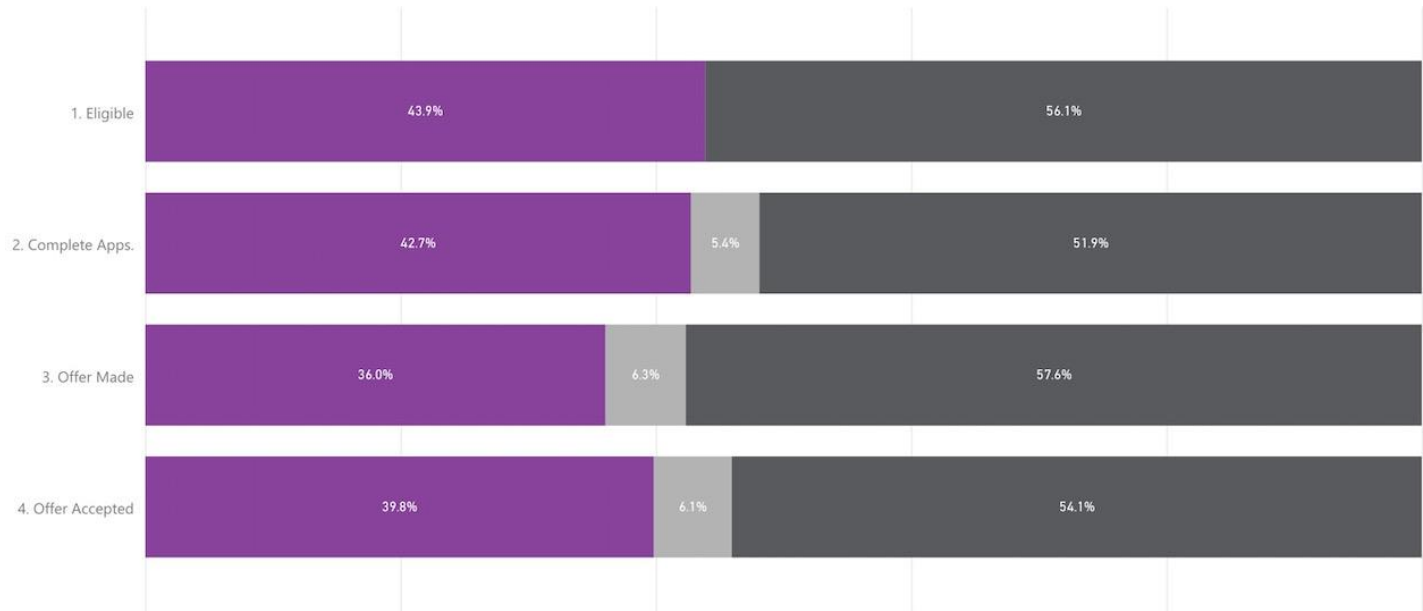
<https://app.powerbigov.us/view?r=eyJrIjoiYjMzODhkZWYtYzY5Ny00Y2VlWjknTAAtNGIxMGM0MTEwODVhliwidCI6IjNIODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2lyYSJ9>

Graph 2

WTHS Admissions for 2021-2022: Students of Color**



WTHS Admissions for 2022-2023: Students of Color**

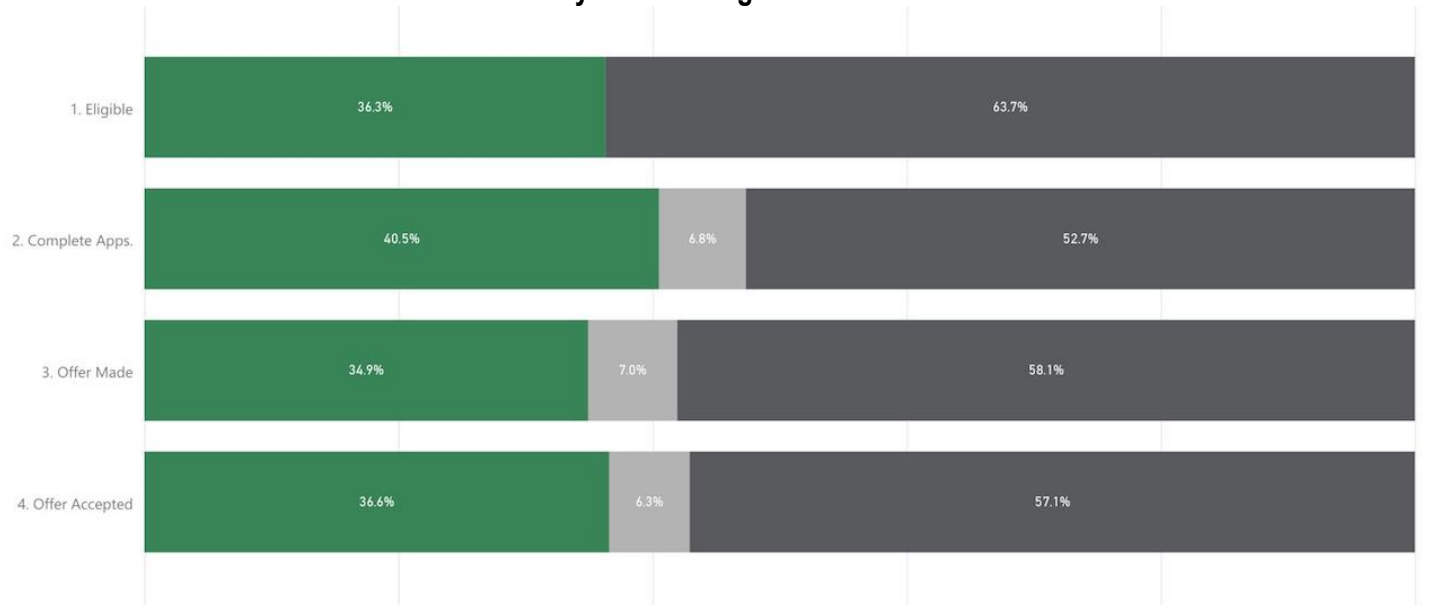


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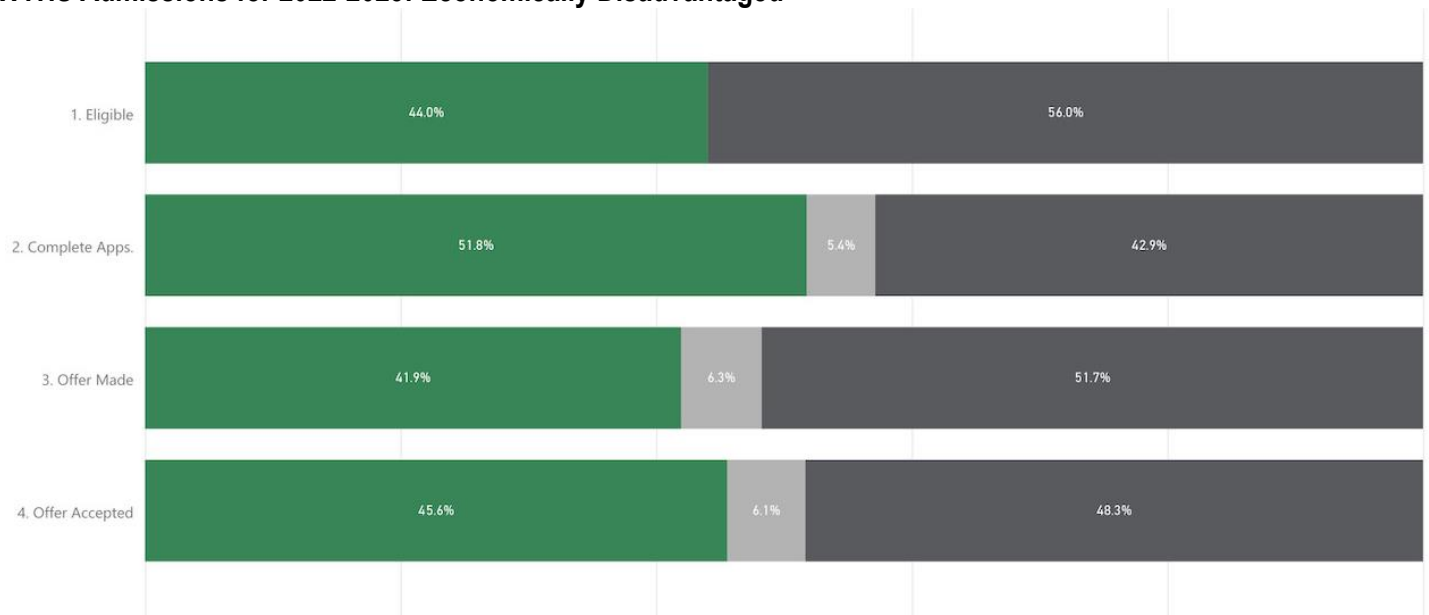
<https://app.powerbigov.us/view?r=eyJrIjoiYjMzODhkZWYtYzY5Ny00Y2VlWjktNTAtNGIxMGM0MTEwODVhliwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LTJhMDRkODFiN2lyYSJ9>

Graph 3

WTHS Admissions for 2021-2022: Economically Disadvantaged**



WTHS Admissions for 2022-2023: Economically Disadvantaged**



**Data provided by the Massachusetts Department of Elementary and Secondary Education (DESE), 2022. Data can be accessed here:

<https://app.powerbigov.us/view?r=eyJrIjoieYjMzODhkZWYtYzY5Ny00Y2VILWJkNTAtNGIxMGM0MTEwODVhIiwidCI6IjNIODYxZDE2LTQ4YjctNGEwZS05ODA2LTJhMDRkODFiN2lyYSJ9>