



Needham Public Schools

2018

PERFORMANCE REPORT



A school and community partnership
that creates excited learners, inspires
excellence, and fosters integrity



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Dear Neighbors, Friends, and Families,

Needham Public Schools enjoyed a busy and successful year of learning and growth due to the hard work, creativity, and professionalism of teachers, counselors, paraprofessionals, school nurses, technicians, nutrition services and clerical staff, bus drivers, custodians, and administrators. With energy, hope, and a deep belief in the promise and possibility of each one of our young people, the staff collaborated with the School Committee, parents, community members, and especially students, to build on our assets and tackle the challenges. This Performance Report includes highlights of our accomplishments in the 2017-2018 school year, as well as reflections on emerging issues and opportunities for moving forward.

The district focused on a number of important initiatives over the past year: We commissioned an Equity Audit to provide us with a framework for conducting difficult conversations about equity and inclusion. Full-day kindergarten plans helped us to advance toward an anticipated September 2019 launch. Educators implemented new writing units of study across the elementary level and delivered innovative and interdisciplinary curriculum programs at all levels. In the Athletic Department, the NHS Baseball Team won the Division I State Championship Title and we started our first Unified Track Team, in partnership with Special Olympics. Construction projects continued at the Sunita L. Williams Elementary School and Needham High School. These are a few of our many accomplishments. Overall, progress toward the district's three goals was significant in the 2017-2018 school year, as described in this report and shown in more detail at the links provided.

Unfortunately, 2017-2018 also was the school year in which we experienced the tragic deaths of several students and staff. The loss of these wonderful young people and caring colleagues deeply impacted the entire Needham community. Yet through our sorrow, we kept all our children and families at the forefront, providing ongoing support, guidance, and education.

We are learning to be more resilient and to tackle many challenges. Needham Public Schools is becoming more diverse with over 50 languages spoken at home by the district's families, with a wide variety of cultures, faith traditions, types of families, sexual identities, races, ethnicities, learning styles, disabilities, and countries of origin. Our commitment is to consistently provide students, parents, and staff with safe, welcoming, supportive, and caring experiences in the Needham Public Schools.

Our goals for the year were ambitious and the outcomes may have been imperfect, but we dedicated ourselves to the work and collaborated with town leaders in allocating the budget and resources to boost and enrich student learning—and in turn, strengthen our community. Progress toward our goals was measured by the 2018 District Survey of parents, students, and staff, with highlights of the survey results shown in this report. Your suggestions for making further progress are always welcome.

Thank you for sharing in the huge responsibility of preparing our students for their future and for believing in them so that they can develop the skills, creativity, mindset, and perspective to improve their lives and this world.

Sincerely,



Aaron Pressman
 School Committee Chair



Daniel E. Gutekanst
 Superintendent

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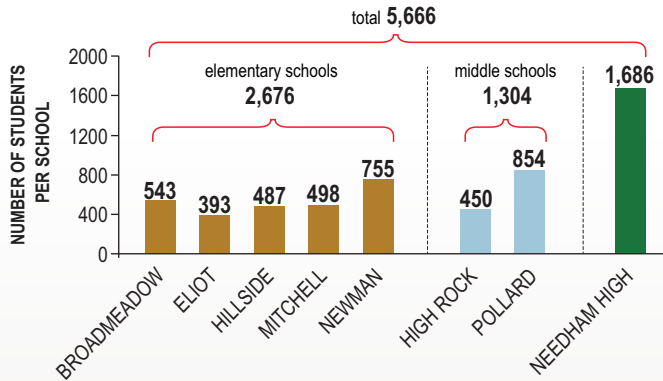
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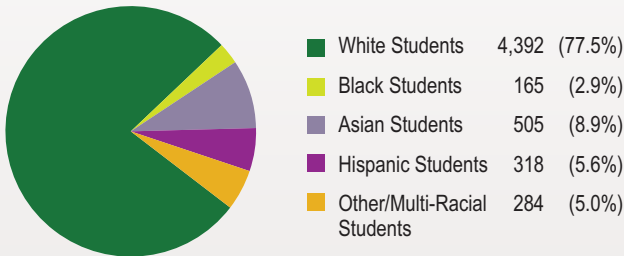
By The Numbers *Census Data on Our Schools and Other School Options*

The Needham Public Schools (www.needham.k12.ma.us) serves students in preschool through grade 12. During the 2017-2018 school year, the five elementary schools, the sixth grade school, the 7th-8th grade school, and high school accommodated 5,666 students.

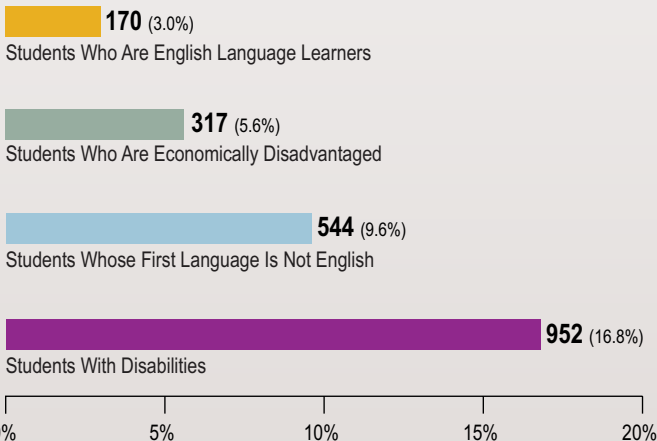
STUDENT POPULATION BY SCHOOL



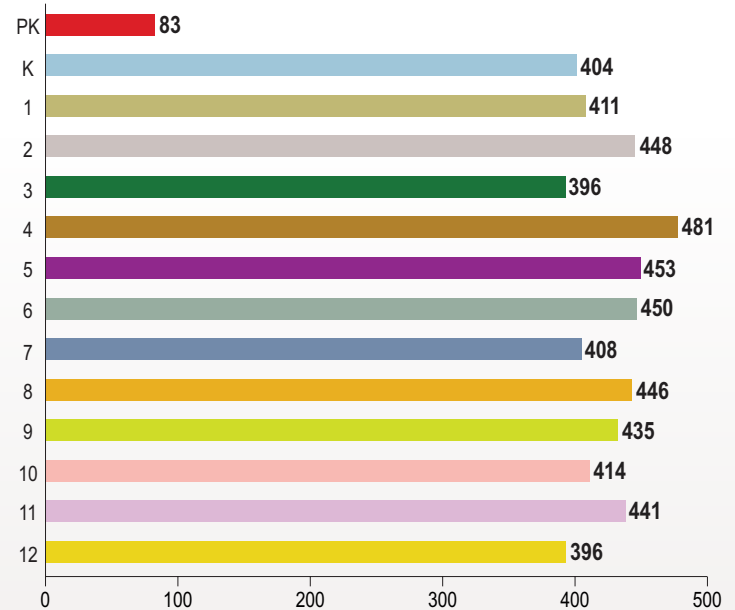
STUDENT POPULATION BY RACE



STUDENT POPULATION RECEIVING SPECIAL SERVICES



STUDENT POPULATION BY GRADE



OTHER SCHOOL OPTIONS FOR NEEDHAM RESIDENTS

NUMBER OF STUDENTS (NOT ATTENDING NEEDHAM PUBLIC SCHOOLS)

Out-of-District ⁽¹⁾	8
Home Schooled	15
Charter Schools	3
Collaboratives ⁽²⁾	10
Vocational Technical ⁽³⁾	19
Private Schools ⁽⁴⁾	1,101

⁽¹⁾ Needham students are enrolled in regional schools including Norfolk County Agricultural High School www.norfolkaggie.org and other schools supported by public funds.

⁽²⁾ Needham is a member of The Education Cooperative (TEC) and the ACCEPT Education Collaborative, consortiums of surrounding school districts. Our partnership with these collaboratives provides opportunities for high quality professional development, innovative programming for students with disabilities, joint purchasing of school supplies, and the TEC Connections Academy for a virtual online school. www.tec-coop.org and www.accept.org

⁽³⁾ Among the options for Needham residents is the opportunity to attend Minuteman Career and Technical High School www.minuteman.org

⁽⁴⁾ Needham students are enrolled in private and parochial schools anywhere inside or outside of Massachusetts, including Special Education schools.

Nondiscrimination Policy: The Needham Public Schools does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, genetic information or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Progress Toward District Goals

This Performance Report updates the community on our efforts to ensure all children experience a rigorous, challenging, and creative education in the Needham Public Schools. It tells the story of our progress toward the District Goals for the 2017-2018 school year. Biannually since 2001, we have measured progress toward our goals through the district survey. For the 2018 District Survey, we received responses from 1,914 parents, a 34.3% response rate. In addition, 713 staff and 2,981 students in grades 3 to 12 completed the survey. These respondents provided us with a unique opportunity to compare and contrast perspectives of all stakeholders, celebrate our strengths, and identify areas needing attention. Topline measures of progress toward the district goals are indicated by a combined average of favorable survey responses from all parents, students, and staff for each goal.

GOAL 1: Advance Learning for All Students—85% favorable

GOAL 2: Develop Social, Emotional, Wellness, and Citizenship Skills—89% favorable

GOAL 3: Ensure Infrastructure Supports Learning Goals—84% favorable

Full reports of the survey results will be available for review starting in Fall 2018 as part of the process for updating District Goals and School Improvement Plans. For more detailed information on the district's progress, please refer to the links provided throughout this report and our eight School Improvement Plans. <https://goo.gl/Su5hDx>



Graduates from Class of 2018

1 GOAL 1: Advance Learning for All Students

To refine and continue to put into practice a system of student centered curriculum, instruction, and assessment that empowers each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Evidence of progress toward Goal 1 was seen in each classroom. Educators engaged in creative problem solving, personalized adaptations, and thoughtful adjustments to help their students succeed at each grade level and subject. That work was done collaboratively with colleagues and department leaders and made all the difference for some of our struggling students. The Department of Elementary and Secondary Education ensured support for this vital work by requiring all districts to publish a District Curriculum Accommodation Plan (DCAP). Our DCAP, shared broadly with staff and parents in the 2017-2018 school year, provided guidance on best practices for **student-centered learning**.

We recognized that each student brought a unique background, skill set, interests, and learning style to the classroom and our curriculum was designed from the start to meet these diverse needs. Providing a variety of pathways for students to approach learning tasks and demonstrate understanding was not only essential to the learning process, but also gave our students choice and options that could fuel their desire for lifelong learning. For example, the high school's long tradition of "Standard, Honors, Accelerated" math classes evolved into five different levels for freshman mathematics. These ranged from Sophomore Level Geometry to College Prep Math 9 Integrated. This presented a promising solution to a consistent problem of addressing specific student

needs in math classes. The new system enabled students to gravitate towards a level and speed of math that provided an academic fit for them.

Another example of student-centered learning occurred routinely in The Greater Boston Project, which is a two-block senior interdisciplinary studies course. The class followed these protocols: Students spent the majority of their class time exploring and investigating; students answered other students' questions; they prepared and formally presented their ideas, understandings, and solutions; and a station rotation model was used so that students alternated between online and offline activities to expand their learning.



International Students in Needham Public Schools

Beyond student-centered learning, we continued to focus on **inclusive and culturally responsive practices**. We added resources to our curricula and libraries that began to more accurately reflect the range of cultural, racial, and ethnic diversity within our school community. This past year, there were 544 students whose first

language was not English and 170 English Language Learners, more than tripling the number of ELL students over the past five years. We launched the English Language Education Program Evaluation to strengthen district capacity to meet their needs. A *Needham Schools Spotlight* cable show <https://goo.gl/C32u8n> featured a discussion with several Pollard and NHS students who were new immigrants to this country. These students, from the Ukraine, Haiti, Iceland, Brazil, Syria, and China, had amazing stories to share. They provided advice for teachers and administrators on how to support ELL families.



We are in the midst of a multi-year process of updating units to align with the **MA Curriculum Frameworks for English Language Arts, Math, and Science**. Significant progress was made with revising the K to 12 Curriculum Maps and Pacing Guides. Teachers used these tools to implement changes. For example, in all our elementary schools, two writing units were honed and aligned to the Common Core State Standards. Previous units were for grade spans (grades K to 2 or grades 3 to 5), while the new materials were made grade specific. These updated curricular materials became dense, rich, and quite rigorous! Teachers in grades 1 to 5 implemented narrative writing in the fall and opinion-persuasive writing in the winter. The response was positive and we saw tremendous growth in students' production, ownership of their writing, and engagement in the process.

A Culture of Reading

High Rock built a true "culture of reading." Every teacher and the principal had a recommended reading list posted outside their doors. No matter if the student was a traditional library patron or a student interested in robotics, art, cooking, or science, there was a book recommendation that suited their interests. High Rock provided in-class reading time and also set a high expectation for at-home reading time. Checkouts



High Rock Students Videoconferencing
with Ghost Author Jason Reynolds

of e-books from the Media Center averaged 1,000 per month! While students loved the convenience of e-books, they still came into the library for printed matter. Both types of circulation were up in the 2017-2018 school year.

More progress toward Goal 1 was achieved through programs that included **Interdisciplinary Learning and 21st Century Skills**. Momentum was built through a grant from the Needham Education Foundation, which funded an Interdisciplinary Learning Specialist who consulted with teachers on ways to incorporate interdisciplinary skills or content into their classes. High School teachers designed instructional videos on writing skills, accessible on a shared online folder, for students to use throughout the year for additional support. At High Rock, an immersive learning games platform provided students with clues connected to their curriculum as a fun, creative way to develop teambuilding and critical thinking skills. The Elementary Science

Center offered hands-on programs for each grade, such as the Dino Dig Program for Grade 3 where students worked in cooperative teams, used tools, and dug for replicas of dinosaur bones in order to experience what it was like to be a paleontologist.

The following approaches to teaching and learning were evident in many of our classrooms:

Integrating technology—Students used digital notes, participated in online learning, or explained their thinking using such tools as screencasting or video editing.

Project-based learning—Students worked on a project over an extended period of time, learned concepts to answer an essential question, and shared that information with the community.

Collaboration—Students expanded on others' ideas to create a product that they could not have done on their own.

Design thinking and inquiry based—Students conducted research, brainstormed ideas, provided feedback, tested products, and went through an iterative process to solve a problem.

Innovative Teaching and Learning

Two teachers initiated plans for an exciting new course at the high school, "Product Design & Development," which will teach students to use design thinking with an emphasis on empathy toward the end user. For the Toy Design unit in this new course, high school students will team up with a kindergarten or first grade classroom to come up with a novel educational toy.

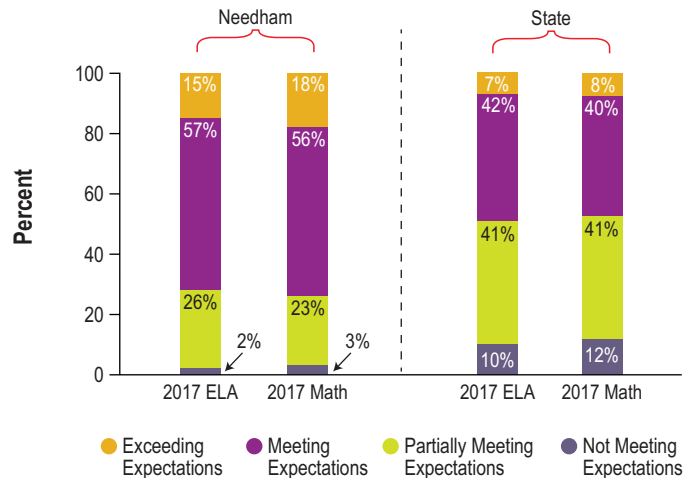


Working Together
During X-Block

As the 2017-2018 school year continued, teachers and administrators invested time on **increased data analysis and assessment options**. Elementary teachers used the information they gathered to identify strategies meeting the academic and social emotional needs of students in their class. Looking at individual student work and assessment data to help with this process, Literacy Specialists and Math Coaches worked closely with these classroom teachers. For example, K to 5 Math benchmark assessments were piloted across all schools and resulted in targeted instruction through small groups. In addition, the elementary report cards were aligned to the district's social and emotional framework with implementation of these updated report cards scheduled for school year 2018-2019. At the middle school and high school levels, some progress was made on developing assessment documents with rubrics, scoring guides, and common test administration protocols to ensure equitable assessment practices.

We used many measures to understand and target areas for student growth. In spring 2017, students in grades 3 to 8 across Massachusetts participated in the new **MCAS** test in English language arts and mathematics. This "next generation" MCAS test was different and more rigorous than the MCAS assessment that had been administered in our schools for nearly the last twenty years. In ELA, students were expected to answer two-part, multiple-choice questions and text-based questions where they indicated which passage provided their understanding for the answer. Expectations for written responses also changed. One session required students to write a narrative response based on a text and another session required students to synthesize one or two texts and write a text-based analytical essay. Some math questions had more than one answer and students were asked to explain their math thinking.

2017 MCAS ELA & MATH STATE COMPARISON GRADES 3 TO 8



The score levels for the next-generation MCAS were different from those of the legacy MCAS. The four new categories were: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. These replaced the categories of Advanced, Proficient, Needs Improvement, and Warning. The Spring 2017 measure was a baseline for the new test and will set the achievement level for coming years. High school students still took the legacy MCAS tests and performed at the highest level, on a scale of 1 to 5, as a Level 1 school. We remained on par with our comparable communities and continued to outperform the state on many MCAS measures. (See District results at <https://goo.gl/3B1Q7B> and page 17 of this report for local comparisons.)

During the past school year, Needham Public Schools often followed a tiered intervention approach as a framework for providing high quality curriculum and instruction for all students. The process involved the classroom teacher working with the collective resources in the building, such as the literacy or math coach, guidance counselor, nurse, occupational therapist, physical therapist, or other colleagues. The team determined additional strategies and suggested possible supports, starting with strategies that applied to the whole class and then moving



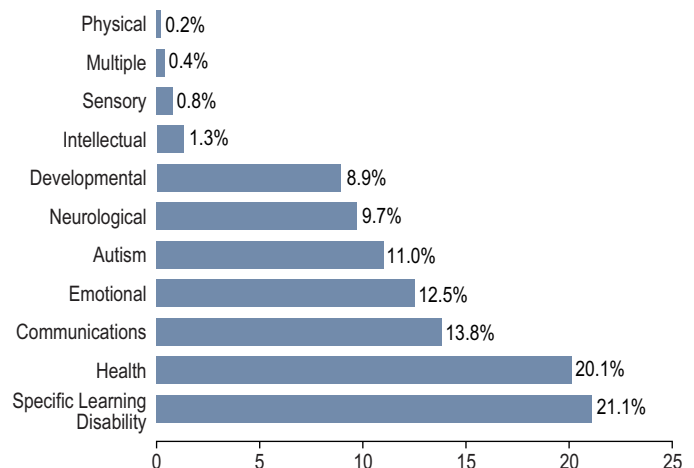
New High School Staff Orientation-August 2017

to more targeted interventions with fewer students and greater frequency. After a given time period, the team assessed the effectiveness of the strategies in order to determine next steps. This process was a general education approach.

Similar to comparable districts, Needham Public Schools experienced a steady rise in **Special Education** enrollment, up from 14.5% of the total student population in 2014 to 16.8% in the 2017-2018 school year, with a greater number of students requiring a high level of support and services to meet their needs. At the elementary level, a priority need was increased instructional services and behavioral interventions provided by Special Education liaisons and teaching assistants, as well as related services specifically in the areas of counseling and occupational therapy. At the high school level, the volume increased for Special Education evaluations and the processing of Individual Education Programs (IEP).

Placement determinations for students receiving Special Education services were based on the student's IEP and the least restrictive environment in which a student's IEP could be effectively implemented. For most students, effective placements existed within the district through a continuum of placement options. For 87 students in the 2017-2018 school year, out-of-district placements in public or private Special Education programs were deemed necessary to meet the specific levels of need.

PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY SUPPORT TYPE





Orchestra Playing at High School Graduation

The **Fine and Performing Arts** department continued to provide a comprehensive, standards-based arts education for our students in Grades 1 to 12. All elementary students received foundational instruction in both visual arts and music with an option to enroll in the instrumental program starting in third grade. At the middle school level, instruction continued in the visual arts and music, with added opportunities in theater arts and the ability to focus on a specific discipline. At the high school level, students were able to choose from a wide variety of courses, with options to study a specific medium in depth or explore a variety of semester-long course offerings.

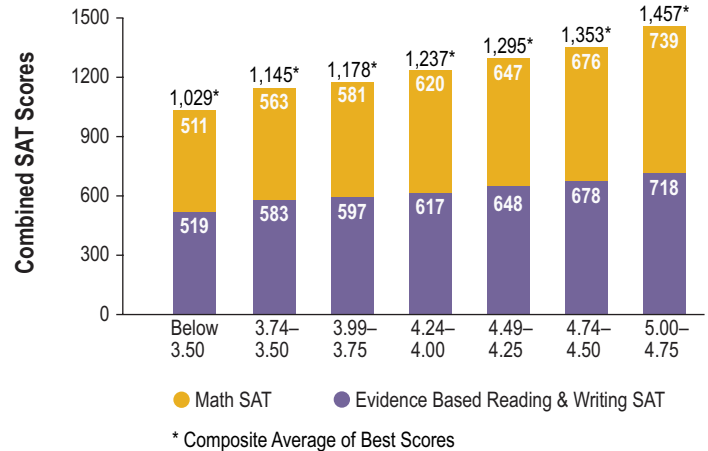
Students successfully participated in festivals and adjudications, such as the Mass Music Educators Association Music Festival and the Scholastic Art Awards. Building on the foundational knowledge and skills acquired in elementary music programs, our Middle School and High School Ensembles performed with great success in the MICCA Festival (Massachusetts Instrumental and Choral Conductors Association) and received seven Silver and two Gold Medals. All of our students were active both within the school and local community through performing arts events and visual art displays. Since a picture is worth a thousand words, we encourage you to go online to view evidence of our students' progress:

- A collection of student artwork from the five elementary schools, at <https://goo.gl/eMvbrH>
- Photos from the 2018 Needham High School Art Gala, at <https://goo.gl/1bt4xH>

Another indicator of the district's progress toward Goal 1 can be seen via standardized tests given to the graduating class. Through that lens, this section of the Performance Report captures the 2017 **Graduating Class SAT, ACT, and Advanced Placement Test Results**. When the Educational Testing Service (ETS) sends the district the average for the previous June's graduating class, that average is calculated from the last SAT each student took. We used this calculation in comparing our graduates with students from comparable communities. (See page 17.) According to ETS, the Needham average Evidenced-Based Reading and Writing (EBRW) SAT score is 612 and Math SAT average score is 606, which are significantly higher than the averages globally (538 and 533) or in Massachusetts (553 and 550). When we give

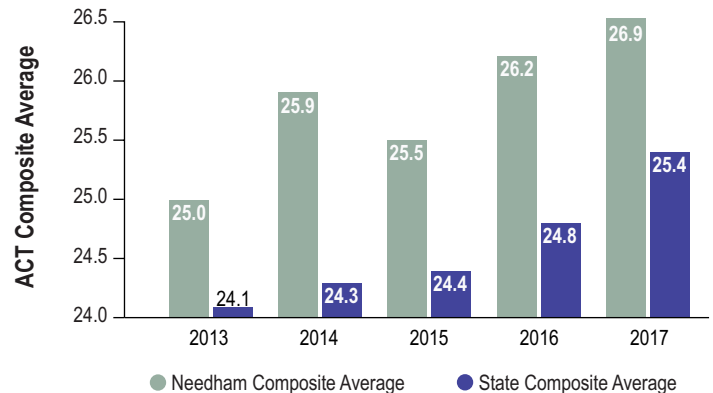
Needham students credit for their best scores, the averages rise to 622 EBRW and 619 Math. Our district finds it most helpful to understand the performance of our graduates by viewing SAT scores by Grade Point Average intervals, as shown below.

SAT SCORES BY GRADE POINT AVERAGE FOR CLASS OF 2017



The number of ACT test takers from Needham High has risen steadily over the past 5 years. For the graduating class of 2017, 56.7% took at least one ACT test. Included in the chart on this page is the ACT composite averages over the past five years for Needham High test takers compared with students across the state.

ACT SCORES—COMPARING NEEDHAM WITH STATE COMPOSITE AVERAGES OVER 5 YEARS



Needham High School participated in the Advanced Placement Program (AP) of the College Entrance Examination Board. AP Courses are the equivalent of college courses, and students may be able to earn college credit for them. Four hundred seventeen students took 806 Advanced Placement tests. Ninety-two percent of the scores were 3 or better as compared with 60.3% for the global rate. Almost seventy percent (69.6%) of Needham students scored 4's and 5's, defined as well qualified or extremely well qualified to receive college credit. After high school, 96% of the Class of 2017 planned on attending college and 4% planned to enter the military or work.

2 GOAL 2: Develop Social, Emotional, Wellness, and Citizenship Skills

To ensure students develop the knowledge, skills, and mindset that empower healthy, resilient, and culturally proficient citizens who contribute to others with integrity, respect, and compassion.

In the 2017-2018 school year, we continued to deliver robust and developmentally appropriate pre-K to grade 12 **Social and Emotional Learning (SEL) curriculum, instruction, and practices** that assisted students in developing the skills and mindset needed for academic growth and a strong school community. School-based SEL Leaders updated the SEL competencies and provided guidance in their schools on ways to embed SEL opportunities into daily classroom routines and instructional approaches. In a typical elementary classroom, for example, students were taught mindfulness skills, executive function skills, and growth mindset approaches (i.e., learning to say “I don’t know how to do this, yet”). For students in grades K to 5, recess provided a prime opportunity to practice the social and emotional skills they learned in the Second Step/Steps to Respect curriculum, such as following game rules, taking turns, negotiating, and dealing with conflict. School-wide Community Meetings at the elementary level involved students sharing their service learning projects or other activities with the entire school. Coming together as a community was not easy logistically, but the value in our students and staff connecting was immeasurable.

Our middle school and high school students also developed SEL competencies in both structured activities and informal practices. These included self awareness skills, self-management, responsible decision-making, relationship skills, and social awareness. Core communication skills were reinforced – how to listen carefully, ask and respond to questions, craft an argument, and agree or disagree with others. Each school at the secondary level held an All-School Read in order to provide a foundation for constructive conversations across grade levels and/or academic subjects. Through these experiences, our students learned to recognize and appreciate one another’s complexities and strengthened their sense of community. At High Rock, the All-School Read was *Ghost* by Jason Reynolds; at Pollard, they read *The Seventh Most Important Thing* by Shelley Pearsall; and at Needham High, instead of selecting a single book, students focused on a digital collection of sources that explored the topic of identity. Later in the year, the high school conducted Reach Out Day to help build community among 10th graders. Also, Own Your Peace/ Piece Week was held again in support of students with emotional challenges who need additional skills and resources.

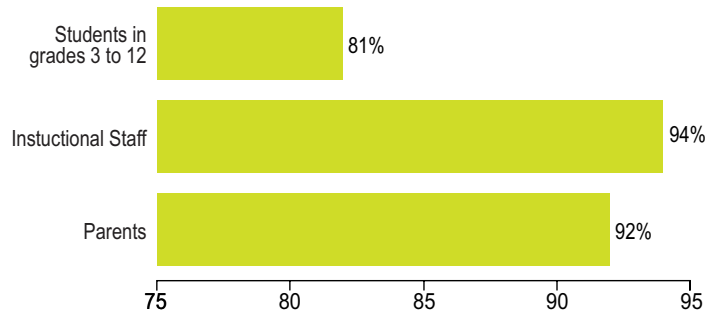
Another SEL component that remained a priority was digital citizenship. In the 2017-2018 school year, 87% of our freshmen completed five modules of online training around digital citizenship. The modules included: 1) Mindfulness, Time Management, and Media Literacy; 2) Relationships and Communication; 3) Digital

Footprints and Reputations; 4) Privacy and Security; 5) Self-Image and Identity. This provided a solid foundation for these 9th graders as they continued to navigate the challenges and expectations of life and school in an online world.

To help monitor progress, we used the District Survey to capture benchmark measures for SEL. Although overall results are highly favorable, we will be putting action steps into place that continue to build a positive school climate and support all students in feeling valued as members of our school community.

2018 DISTRICT SURVEY: SCHOOL CLIMATE

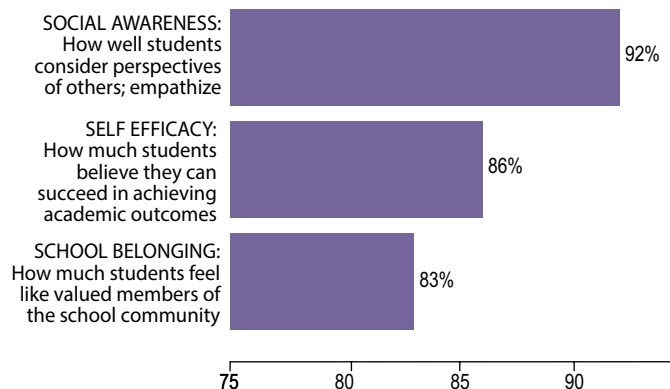
Percent favorable responses on 5 survey items that capture feelings about the positive energy in the school, the physical space, rules, teachers, and other students



First Day of School

2018 DISTRICT SURVEY: SEL MEASURES

Average of favorable responses from students in grades 3 to 12





Pollard's Think In—How We Fight Hate

Service Learning skills were put to good use when seven Pollard students bonded together to organize a “Think In” in response to racist and homophobic graffiti found in a bathroom at the school. These students organized an event to help the school community heal and find a path forward to respectful conversation. The girls bravely stood before their classmates and explained their fears, their feelings, and their hopes for the future, and then they invited others to do so in a productive way. They all met in the school cafeteria, shared their stories, and made t-shirts to spread positive messages in place of hate. Together, this small group of young women took a painful event and turned it into a ray of light and hope for the entire community. One of the girls stood before an auditorium of middle school students



and shared: *“Even though we’re all surprised and some of us are hurt by these negative comments, our voices together overpower just one. We’re all human. We’re all equal. Fear and ignorance is nothing compared to the love and strength all of us have within us.”*

Complementing our SEL programs, Needham Public Schools provided a breadth of **Service Learning** in the 2017-2018 school year. We supported and encouraged student voice and civic engagement because one of our core values is citizenship, defined as: “Contributing to an environment that nurtures respect, integrity, compassion, and service.” As a result, we engaged and invested in curriculum, including social studies courses and programs, school visits to the Statehouse, mock Town Meetings, legislator visits to classrooms, trips to our Nation’s Capital, and a variety of community service learning projects designed to help students understand their role and responsibility in a democratic society.

At the elementary level, students were involved in monthly collections and delivery to the Needham Food Pantry or in preparing food and care packages for the homeless communities in Greater Boston. Middle School students developed their own service learning projects with the support of their advisors or classroom teachers. Their projects involved an extensive range of community partners, culminating in the grade 8 STA Day (Students Take Action) where students chose to be involved in community-based work with over 20 organizations. By grades 9 to 12, the service learning experiences were quite focused. Students

Honoring The Flag

Each Friday, Mitchell Elementary School students from different classes led a brief lesson about the US flag, a student played Reveille, and the Student Council raised the flag while all recited the Pledge of Allegiance. It was a great way to honor the flag, learn history, and develop young leaders!



committed sixty hours to one or two organizations so that they developed deeper relationships, and could reflect on their role in society and the impact they can have on others. As a district team, the staff who participated on the SEL Committee and the Community Service Learning Committee began to collaborate in order to integrate the work involving common interests and skills.

Needham Public Schools commissioned a consultant to conduct a comprehensive **Equity Audit** and share with our community the key findings and recommendations for next steps. <https://goo.gl/UaSGx7> This work was completed in March 2018 within a framework of intersectionality, a theory that suggests individuals possess multiple identities including race, gender, social class, ethnicity, nationality, sexual orientation, religion, age, mental and physical disability, as well as other forms of identity.

KEY FINDINGS FROM THE EQUITY AUDIT INCLUDED THE FOLLOWING:

- Root causes of disparities in education are centuries in the making; they are embedded in our nation's history. Still today, disparities affect the lives of students, parents, and staff of the Needham Public Schools.
- Our district is becoming more diverse each year and not everyone feels welcomed or understood in the Needham Public Schools.
- Our parents, students, and staff report experiencing or observing multiple instances of discrimination at the micro-level (joking, teasing, bullying, isolation) or at the macro-level from the media, public/political institutions, public safety, or other adults.
- Some students of color express feeling marginalized or harassed; their parents feel unheard and disconnected; and some of their teachers express concern about doing or saying the right thing when the issue of race surfaces.
- When students feel marginalized because of their race, ethnicity, sexual orientation, or language, they experience a level of anxiety and distress that interferes with their learning and achievement.

Along with these key findings, the report suggested that we build on our many strong assets and existing programs (e.g., Social and Emotional Learning) to address the issues. Fortunately, we have outstanding teachers, administrators, and staff who are dedicated to improvement and boosting student learning.



Mrs. Bourn, Principal of the Eliot School,
with Fourth Grade Students

In keeping with the Equity Audit recommendations, the REAL Coalition (Race, Equity, Access, Leadership) was established with members representing the District Leadership Team, the student body, teachers, parents, and School Committee. The Coalition's ongoing role is to provide leadership and guidance on eliminating barriers to racial equity and to support the advancement of all learners in the Needham Public Schools. At the June 5, 2018 School Committee meeting, members of the REAL Coalition reported on our progress within the 2017-2018 school year.

<https://goo.gl/MPYtQ1>

Below are just a few highlights from among more than 50 action steps included in the REAL Coalition's progress report.

- "Join The Conversation" was an after school event held at Needham High in the spring that provided students with a safe space for expressing different viewpoints on issues of race, sexuality, and equality in our country and in our own schools. Students and staff began to develop awareness of how to take responsibility for an offensive comment (even one that is unintentional), apologize genuinely, and invest in repairing the hurt. In order to continue this effort into the next school year, Needham High recruited students willing to take a leadership role in piloting a well-established program and process called "Courageous Conversations."
- The "Day of Silence" held at the high school and Pollard brought attention to the discrimination against and silencing of LGBTQ+ youth. It was a chance for students to gain an understanding of how it feels to be silenced and to show support for their friends and peers.
- The sophomore class attended an assembly provided by the nonprofit organization Facing History and Ourselves as the culminating activity for a unit on genocide where students drew personal lessons from some of history's most challenging events. The keynote speaker was a survivor of the Rwandan genocide.

- A family meeting was held with those involved in the Castle Program to explore how our schools can further support their children's personal and academic growth. The Castle Program's goal is to increase the representation of all student groups in Honors, Accelerated, or Advanced Placement levels at Needham High. The students in the Castle program are from under-represented groups.
- Professional learning for our teachers and administrators continued with, among many other offerings, workshops with Zaretta Hammond on Culturally Responsive Teaching and The Brain, outside support from IDEAS (Initiatives for Developing Equity and Achievement for Students) on the topic of unconscious bias and its implications for our educational practice, and Closing the Achievement Gap with Adrian Mims.

Everyone Matters

Excerpt from remarks shared by the Superintendent with the staff at our Opening Day meeting on August 28, 2017: *"There is no place for bigotry, racism, homophobia, or hate in the classrooms of the Needham Public Schools. All students and staff, regardless of their skin color, language, ability, gender identity or orientation, ethnic background, socioeconomic status, or faith, have dignity and are valued and contributing members of this learning community."*

For the past 49 years, Needham's **METCO Program** has helped students and their families become a community of learners, better prepared to meet their academic and social and emotional challenges, some of which may be unique to Boston-resident students. METCO has a two-fold mission—to give students from Boston the opportunity to attend high-performing schools; and to decrease racial isolation and increase diversity in suburban schools. Among the offerings in the 2017-2018 school year, our METCO program included an orientation for students entering kindergarten and first grade, the Carpe Diem Scholars program on Saturdays, the Sojourner Scholars program for Middle School girls, Launching Scholars with a summer component and weekly math sessions, and individual student or small group tutoring.



Students at METCO Orientation Learning A New Song



Recognizing that the current climate has provoked urgency for discussions among students regarding race, ethnicity, and gender, our METCO staff played a key role in supporting students' voices through Affinity Groups, dialogues on cross-cultural topics, and book/media discussion groups. In the Tenacity Challenge, an annual academic competition for teams of Latino and African-American students from high schools and middle schools across Massachusetts, our students placed in the top ten in multiple categories.



National History Day State Champions

The Tenacity Challenge was just one of the district's long list of **Interscholastic Teams**. In the Needham Public Schools, our teams represented athletic activities as well as a wide array of student interests. For example, Pollard

students became the first-place champions at the National History Day State Finals. At the Festivals of Music held in New York City, Needham won the Lautzenheiser Esprit de Corp Award recognizing our high school Band, Chorus, Chorale, and Orchestra for "an exemplary attitude of positive support and outstanding personal behavior." The NHS Speech and Debate Team finished in the top five out of 570 schools, earning the Founders' Award at the Grand National Tournament. The NHS Robotics Teams, HackHers and T10, competed at the MA First Tech Challenge State Championship. Competing in a field of 32 teams, HackHers ended the seeding rounds in 9th place; T10 ended the seeding rounds in 7th place and received the Rockwell Collins Design Award. The successes of these teams were directly attributable to the education our students received throughout their time in the Needham Public Schools. Developing champions took a great many helping hands from all grades and schools to develop the skills and attributes of each student. This also was true for our sports teams. (See sidebar on this page.)

As we close out this section of the Performance Report, we note the importance of monitoring the district's progress toward Goal 2 through trends in the results of the **MetroWest Adolescent Health Survey** (MWAHS) administered to middle school and high school students every two years. The 2016 MWAHS report, posted at <https://goo.gl/fbYwNJ>, guided the district throughout the 2017-2018 school year in finding ways to improve health education, prevention efforts, and targeted interventions to address the following: We identified an upward trend in adult support as a protective factor for our children and this needed to be maintained. Stress increased for Needham High School students, with the highest factor being school-related stress, especially for female students. In response, the high school continued to provide mental health services and piloted an X-Block in the schedule for added time to meet with teachers

Student-Athletes: Leaders On and Off the Field

The Needham Athletic Department produced a video in March 2018. It was a retrospective of sports activities, available for viewing at <https://goo.gl/VDvRvA>. There were so many proud moments shared in the video, including the fact that we had over 1,900 registrants in athletic programs, and over 50 different sports offerings for grades 6 to 12, with a goal of providing opportunities for all our students. The hard work was grounded in developing well-rounded student-athletes who were leaders on and off the field. For example: Needham High's Baseball Team won the first Division I State Championship Title in our school's history; the Needham High Golf Team and Girls Rugby were honored with the prestigious Massachusetts Interscholastic Athletic Association (MIAA) Sportsmanship Award presented to a team that exemplified good spirit, fair play, maturity, discipline, and leadership; and the Unified Track and Field Team, run in partnership with Special Olympics, wrapped up their inaugural season by competing at the State Championships and they, too, received the MIAA Team Sportsmanship Award.



and peers for support. Some high school students reported opioid misuse—3% of males and 2% of females. A full 26% of high school students tried e-cigarettes or vaping. Working with Needham's Public Health Division, our nurses and school counselors were trained to support students by employing SBIRT (Screening, Brief Intervention, and Referral to Treatment), an empirically derived tool for identifying youth at risk for substance-related problems. In addition, Pollard hosted a community presentation and interactive exhibit entitled Vaping Explained / Hidden In Plain Sight to provide education on substance use and encourage parents to talk to their children about at-risk behaviors.

The MWAHS also included harassment data in line with the findings from the Equity Audit report. Our Pollard and High School students experienced harassment at rates comparable or less than those experienced by students throughout the MetroWest region. The results of the MWAHS made it even more clear that Goal 2 is critical; we must develop the social, emotional, wellness, and citizenship skills for all our students.

3 GOAL 3: Ensure Infrastructure Supports Learning Goals

To implement a sustainable plan for financial, capital improvement, technological, and personnel resources that supports learning for all students.

The Needham Public Schools **FY19 Operating Budget** was approved at Town Meeting in May 2018. The plan totaled \$71,105,943 and represented a \$2,755,860 increase or 4.03% over the FY18 budget year. The budget plan was developed to address contractual salary increases, growing Special Education costs, expanded student enrollment, and targeted program improvements, as described below.

Contractual Salary Increases—Negotiated contracts for all existing employees accounted for \$1.8 million of the increase. In order to recruit, support, and retain a talented faculty and staff, we needed to provide reasonable yet competitive salaries for our staff, teachers, and school leaders.

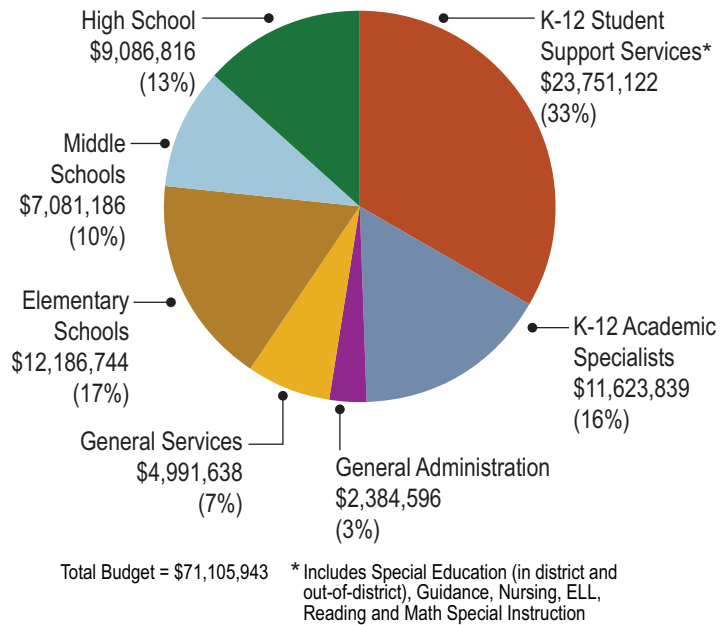
Enrollment, Class Size, Program Support—Overall enrollment was projected to increase by 75 students in FY19. We needed to ensure that class sizes stayed within acceptable School Committee policy guidelines. This resulted in 7.72 new Full Time Equivalent (FTE) teachers at the elementary and secondary levels to keep class sizes steady and provide for Special Education programming and support. In addition, we budgeted for 2.17 net new FTE paraprofessionals and administrative support staff to ensure student needs are addressed and to provide ongoing support and training for the professional staff.

Increased Special Education and Student Support Service Costs—Due to the increased number of students being served through Special Education, the cost of special education tuition, and other mandated costs, an additional \$376,097 was budgeted.

Targeted Program Improvements—A total of \$216,165 was allocated to targeted program improvements including \$40,533 to provide expanded math coaching services at the elementary schools; \$10,208 to provide funding for the Launching Scholars program at Pollard; \$6,748 to launch a Unified Sports Program at NHS; \$5,000 for cultural responsiveness training for staff members; \$21,600 to create building-based permanent substitutes to help fill teacher absences; \$6,780 for a beginning band music teacher at High Rock School; \$30,192 to add afterschool late buses at the secondary schools for students who wish to participate in extracurricular activities or access homework help; and \$65,700 to add an additional bus to reduce the number of students on the wait list for transportation and help with overcrowding on the buses.

The full explanation for the budget drivers and the Town Meeting Approved Operating Budget can be found at <https://goo.gl/prFBbS>

FY2018/2019 BUDGET



The district's **Capital Priorities for FY19** totaled \$1,570,842. These included \$210,000 for the engineering and design of two new modular classrooms at Mitchell Elementary, \$431,000 in additional construction funds for the high school expansion project, and \$65,000 for a study of the possibility of phasing improvements to the Pollard Middle School. In addition, the district specified \$864,842 in technology and equipment replacement requests, to cover the following:

- \$303,600 for school technology (i.e., computer labs, desktops, TV studio, interactive whiteboards, video displays, as well as infrastructure for servers, network hardware, and wireless with access points);
- \$319,000 to replace school phone systems;
- \$60,500 for school furniture;
- \$84,190 for copier replacement;
- \$97,552 for school vehicle replacement.

For information on the Town of Needham Capital Improvement Plan, with details on our schools, go to <https://goo.gl/f73ebW>



Mitchell's New Playground Designed with Input from Parents, Teachers, Administrators, and Town Officials to be Funded Outside of Capital Plan



The FY19 budget assumed total enrollment would be 5,739—a projected increase of 8 students in the elementary schools (from 2,593 to 2,601), 15 additional students in the middle schools (from 1,304 to 1,319), and 52 more high school students (from 1,685 to 1,737). With such significant growth for grades 9 to 12 projected in FY19 and for many years to come, the plan for the **expansion of Needham High School** remained critical. At the October 2017 Special Town Meeting, the high school expansion project was supported overwhelmingly with \$14.3 million to address the following needs:

1. Alleviate overcrowding by expanding core academic classroom space with a new ten-classroom wing at the Webster entry to the school. The new wing will include much needed conference, office, and storage space. Several existing spaces within the high school also will be renovated to meet Special Education and student program needs.
2. Renovate the “A” gym by repairing several infrastructure problems and replacing or refurbishing the floor, ceiling/ lights, ventilation system, and walls. Scoreboards and hoops will be replaced and/or relocated, and equipment storage space will be added to the gym area.
3. Repair the building’s HVAC system by improving boiler efficiency and replacing the defunct 300-ton chiller with two 250-ton chillers that will provide adequate HVAC to the entire building.

The high school construction project began in February 2018 and will continue into FY19.

An ad hoc Transportation Study Committee represented parents and students by conducting a thorough **Transportation Review**. The committee found that services were safe, efficient, and punctual overall, but some unmet needs existed and fees for yellow buses were higher for Needham parents than in comparable communities where the towns subsidized transportation more. Our FY19 approved budget incorporated recommendations on next steps from the Transportation Study Committee: The district increased the operational subsidy to keep bus fees at the current level of \$415. The approved budget included one additional bus to alleviate some overcrowding on the morning routes. Given the geographic distribution of the wait list, two additional buses would be required, however, the second bus was deferred to a future budget year. Funds were provided to implement afternoon late buses at the middle and high schools on Tuesdays, Wednesdays, and Thursdays.



NHS Students Worked Hard Roofing and Siding a New Home for a Deserving Family Through Habitat for Humanity Club

25 Grants Awarded by The Needham Education Foundation



The Needham Education Foundation (NEF) raised funds and awarded grants to promote innovation in education for our students. By funding programs outside of normal and expected public funding, the NEF enhanced the curriculum and provided an important means for teachers, parents, and students to learn, experiment, and explore. In the 2017-2018 school year, the NEF provided \$100,924 to cover the costs of ukuleles, an archaeological dig, improved digital communication, panel sessions with local authors, a portable Padcaster Studio, and far more, which added up to 25 grants that positively impacted the students in our district!

<http://www.nefneedham.org>

Beyond the budget process and funding, making further progress toward Goal 3 required us to develop a **Technology Strategic Plan** for technology-infused classrooms and digital tools for teaching, learning, and organizational productivity. A broad-based team, whose members reflected the thinking of various grade levels and program areas across the district, engaged in the work during the 2017-2018 school year. Their charge was to draft a long-range plan aligned with the National Education Technology Plan 2016, “Future Ready Learning: Reimagining the Role of Technology in Education” (US Department of Education’s Office of Ed Technology). They surveyed all stakeholders and set goals for each of the following planning areas: 1) Curriculum, Instruction, and Assessment; 2) Professional Learning; 3) Community Partnerships; 4) Data and Privacy; 5) Technology, Hardware, and Infrastructure; and 6) Budget and Resources. Specific recommendations for carrying out these goals will continue into FY19.

The annual plans for technology helped us to increase personalized learning in each classroom through the use of online apps on multiple devices and operating systems for students at every grade level. Starting in the fall of 2017, the 9th graders received Chromebooks, and for the next three years the incoming grade 9 classes will receive their one-to-one devices. By the fall of 2020 all high school students will have a device. At the elementary schools, the rollout of additional devices took place as planned. Support from the Media and Digital Learning Department was ongoing and included an updated collection of resources for teaching and learning, searchable by topic and grade level.



Hillside Students on the Buddy Bench



TV Production Studio
Enhances an Explorers Unit

In support of Goal 3, several **improvements to systems and operations** were planned or implemented in the 2017-2018 school year, as described below.

Learning Management System (LMS)—The district convened a committee to conduct an assessment of our needs for an LMS that would enable teachers to work with students in an environment providing mobile, responsive, and

digital resources. This kind of software application or web-based technology will allow teachers to create and collect assignments, see what students have finished, and give and receive real-time feedback. It will promote collaboration by bringing everything into one spot and simplifying the digital learning process. The Committee will make their LMS recommendation in the 2018-2019 school year.

Website—The district launched a new website on December 1, 2017 in order to provide more timely, accessible, and useful information. The new logo design on the website was the creation of our own high school students guided by their graphic arts teacher. If you have not visited already, you can access the website for the district and each school at www.needham.k12.ma.us

Gradebook—In preparation for the 2017-2018 school year, the district implemented a new gradebook. Teacher training was needed on the use of this upgraded, online tool that enabled teachers to analyze student performance and calculate grades in order to generate reports.

School Safety—To improve school safety, all buildings were equipped with secure and unified electronic access. The staff was issued electronic key cards and buildings remained locked during the school day.

Also in support of Goal 3, the district invested in new **Teacher Leaders and personalized professional learning for staff**. The Teacher Leaders began their assignments at each of the elementary schools and participated throughout the year on a school-based team that advised their principal on such matters as curriculum, instruction, assessment, or social and emotional learning. These new positions continued our efforts to find more ways to collaborate and to empower teacher voice and responsibility. Across the district, all staff participated in professional learning whether it was to improve or increase their subject-based knowledge; increase their understanding of culturally responsive teaching; become fluent with the most

current research on how students learn; apply data from student work and achievement; or modify the strategy and design of instruction with 21st century skills in mind. These are just a few examples of the personalized professional learning for staff covering a wide array of offerings.

KASE Program: 25 Years of Supporting Our Community

“Joy of learning” has been the hallmark of the KASE program for the past 25 years. KASE, the fee-based kindergarten enrichment program offered through Needham Community Education, filled the gap for 70% to 80% of our kindergarten families each year. As the district moves forward on implementing full-day kindergarten for all families, KASE is expected to cease operation on June 20, 2019. We recognize the importance of acknowledging the valuable role KASE has played in this community and the way its hands-on, thematic approach actively engaged children in constructive explorations. Among the many delightful units, the Rainforest unit was one of the students’ favorites and it reinforced the half-day kindergarten curriculum in a variety of ways. For Language and Literacy, the children made a list of what to pack in a suitcase based on the tropical weather and they kept journals with their own traced pictures of the rainforest animals and vegetation. For Science and Social Studies, the children located South America on a map and conducted a “sloth experiment” using an egg timer and recording their observations. To practice Math, they sorted animals using different attributes and measured the height of a mahogany tree.

According to one parent whose child attended KASE during the 2017-2018 school year, “KASE helped pique my child’s curiosity and he had so much fun playing and learning! We’re grateful that KASE was there for us.”



Finally, progress toward Goal 3 was made with the **updated School Committee Policies** approved in the 2017-2018 school year. These were in compliance with state and federal statutes and included policies for Finance, Human Resources, Civil Rights, and Technology. In light of the Equity Audit conducted in this school year, the policy updates that were especially meaningful were those for Non-Discrimination and Harassment, Equal Educational Opportunities, Equal Employment Opportunities, and Bullying Prevention. All approved policies can be found on the district website at http://www.needham.k12.ma.us/district_info/school_committee/policies



Challenges and Opportunities

The 2018-2019 school year will present a number of challenges as well as exciting opportunities. This section of the Performance Report outlines our forward thinking on racial equity and access for all students, full-day kindergarten plans and progress, opening of the new Sunita L. Williams Elementary School, and a shared vision for the future of our students referred to as "Portrait of a Needham Graduate."

RACIAL EQUITY AND ACCESS FOR ALL STUDENTS

We are challenged as educators to bring change to the Needham Public Schools experience for all children, especially students of color and students who may feel marginalized because of their sexual identity, ethnicity, language, faith, ability, or income. Some of the findings in the Equity Audit (see page 8), particularly the data collected from parents and students, were difficult to hear. Student and parent voices about individual experiences as members of our community were powerful, sobering, and candid.

We have a sense of urgency to address all the issues that surfaced and we are proud of the steps we took in the 2017-2018 school year to deal with inequities, confront racism, and boost all children. We provided additional training for teachers, administrators, and other staff to directly overcome implicit and explicit bias and engage more frequently in difficult conversations. Yet, we know we have more work to do and a long way to go. We are well positioned to take it on, guided by the REAL Coalition, an infrastructure described on page 9.

Racial equity and access for all students is a priority. The work that lies ahead is to embed best practices in what we do every day and for the long term in these six areas: 1) Communications and Community Engagement; 2) Culture and Climate; 3) Professional Learning; 4) Curriculum, Programs, and Data; 5) Policies, Procedures, and Practices; and 6) Hiring/Employment Practices. We will hold ourselves accountable to the goals established in each of these areas and continue to report to the School Committee and the community on our progress.



Congratulations to these Mitchell, Hillside, and Broadmeadow students honored by the School Committee for demonstrating the district's core value of Citizenship in their daily lives at school and in the community!

FULL-DAY KINDERGARTEN PLANS AND PROGRESS

Since the School Committee voted to provide publicly funded full-day kindergarten, efforts have been underway to move this recommendation forward with a goal of launching a child-centered and innovative program in the fall of 2019. For more than a year, program and operational planning has been underway. Kindergarten and KASE teachers have come together as a district team to exchange ideas with an early education consultant and build the full-day kindergarten model for the Needham Public Schools. Simultaneously, K to 12 Directors and Elementary School Principals have been collaborating to determine appropriate scheduling of specials, staffing levels, and student support services. We have been monitoring projected enrollment and planning for nutrition services and transportation. The architectural firm of Dore & Whittier has been reviewing the use of existing space in the elementary schools and developing a plan for accommodating full-day kindergarten within these buildings. They released a report with a projected budget and timeline for required building modifications. The full report is included in the February 6, 2018 School Committee packet, pages 15-66, at <https://goo.gl/3mYqik>

Here is a summary of the findings from the architectural firm:

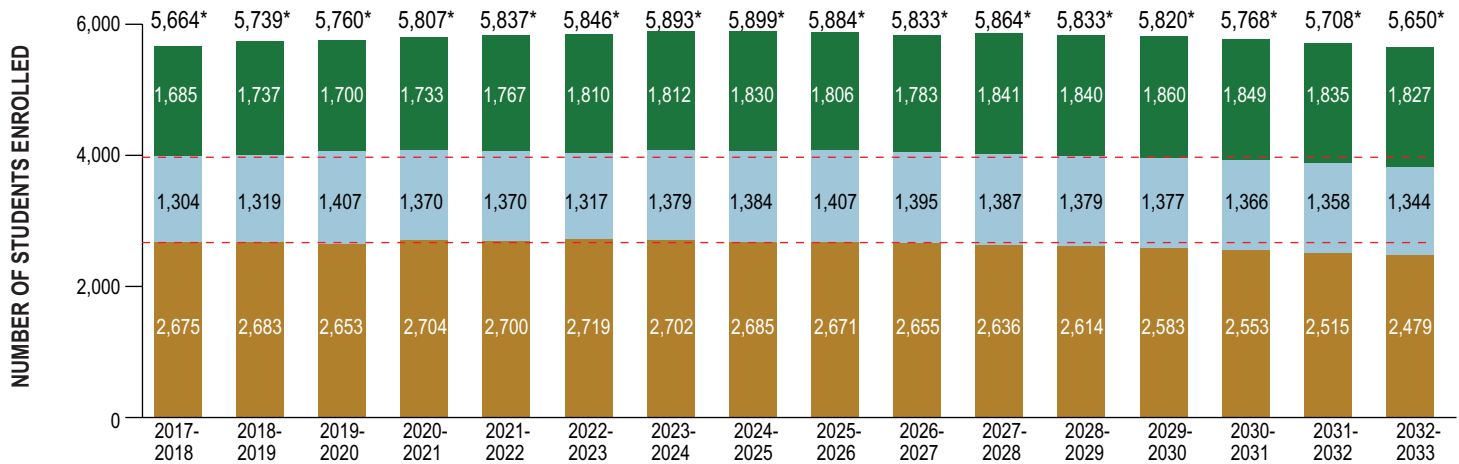
- Revised enrollment projections for FY2020 through FY2033 are up due to higher than anticipated housing stock turnover and new housing developments in Needham. This revision makes the implementation of full-day kindergarten more challenging.
- It appears that the district will be able to both implement its full-day kindergarten program and absorb any forecast enrollment increases for the 2019-2020 school year, with minor space reconfigurations.
- Full-day kindergarten and the enrollment increase may require repurposing of some Art, Music, STEAM, World Language, and Technology spaces as general classrooms. Full-day kindergarten and expected enrollment increases may also result in slightly higher than desired class sizes even in 2019-2020.
- Eliot may experience the largest impact of enrollment growth and may require additional classroom space beginning in 2023-2024. Currently, two new modular classrooms are being designed to address space needs at the Mitchell School.
- Other elementary schools are better positioned to absorb enrollment increases in their respective catchment areas and accommodate full-day kindergarten throughout the enrollment forecast.

The full-day kindergarten budget proposal will be submitted for School Committee approval in conjunction with the district's FY20 Operating and Capital Budgets. The Town is setting aside funds to implement full-day kindergarten without an override as we prepare for launch in the 2019-2020 school year, which is when our new Sunita L. Williams School opens.

ENROLLMENT TRENDS

● Grades 9–12 ● Grades 6–8 ● Grades PreK-5 * Total Enrollment

The short-term enrollment projection is for continued strong growth through 2024-2025, followed by a period of declining enrollment back to approximately current levels by 2032-2033.



OPENING OF NEW SUNITA L. WILLIAMS ELEMENTARY SCHOOL

We were thrilled when Sunita Williams joined us on August 28, 2017 for the General Staff Meeting that kicked off the school year. At this session attended by all staff, School Committee members, and our Town Manager, we acknowledged Retired US Navy Captain and NASA Astronaut Sunita L. Williams as the namesake for our new school being built at 585 Central Avenue. The new school will replace the Hillside Elementary School, which will close in June 2019, and be used as swing space needed for other town projects.



Groundbreaking for Our New School

In November 2017, we held a groundbreaking ceremony for the Sunita L. Williams Elementary School. Work at the site began immediately after the ceremony and is expected to last twenty-two months with completion targeted for July 2019. The project will culminate in a 90,975 square-foot school serving students in kindergarten through grade 5, with play structures, a turf field, and a science/walking trail. The excitement of our families and staff is growing as the exterior of the building gets closer to being fully enclosed. Check out a construction update video on The Needham Channel <https://goo.gl/VxxAfj> and track status of the project at <https://goo.gl/rxk69h>

PORTRAIT OF A NEEDHAM GRADUATE

What kind of educational experiences do we want for our students at all grade levels as we propel them towards graduation, the challenges ahead, and their future lives? We are researching, discussing, debating, and articulating the key attributes, skills, and knowledge we want for Needham's young people, now and as far into the future as we can see. We are developing a framework—a Portrait of a Needham Graduate—that will inform our work and help us to establish our priorities and plans around which the community can coalesce and contribute.

Developing a Portrait of a Needham Graduate will allow us to:

- Reflect on the direction of the Needham Public Schools;
- Explore which key attributes, skills, and knowledge our children need for their future;
- Operate within a framework of equity in education, preparing all students for the world they are facing; and
- Build community consensus around the district's vision, goals, and strategic priorities.

To accomplish this work we brought together a broad-based group of over 50 members of the community, including high school students, educators, parents, business and civic leaders, and higher education representatives, who met on April 27 and June 7, 2018 to draft this Portrait of a Needham Graduate. The conversation reflected the many voices, wisdom, and values of this amazing community. The work was invigorating and challenged some of our assumptions about what the educational experience should be in the Needham Public Schools. This group will continue to meet on September 28 and again on November 16 to finalize the Portrait and consider strategic priorities that can be shared, debated, and ultimately adopted by the School Committee in 2019.



Class of 2032



At A Glance *How Needham Compares*

People often ask how Needham compares with similar communities. These charts contain data on taxes, school expenditures, and student performance for comparison. The figures are the most recent available for each of these towns. Shaded numbers represent the rank order of the corresponding community in each category.

	FY18 AVERAGE SINGLE FAMILY TAX BILL ⁽¹⁾		FY17 PER PUPIL EXPENDITURE ⁽²⁾		FY18 TEACHER SALARY Lowest Step, Masters Lane ⁽³⁾		FY18 TEACHER SALARY Highest Step and Lane ⁽³⁾		FY18 STUDENT: TEACHER RATIO ⁽²⁾	
COMMUNITY	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	RATIO	RANK
Belmont	\$12,196	9	\$13,656	20	\$52,644	10	\$106,124	10	16.8 to 1	21
Brookline*,†	—	—	\$19,649	5	\$50,506	18	\$98,432	17	12.5 to 1	6
Concord	\$14,494	5	\$19,324	6	\$54,624	5	\$117,327	2	12.5 to 1	7
Dedham†	\$6,894	18	\$19,795	4	\$55,633	3	\$99,544	13	10.9 to 1	1
Dover	\$14,670	4	\$23,335	2	\$52,779	7	\$108,645	8	11.8 to 1	2
Framingham	\$6,304	19	\$18,620	8	\$51,323	15	\$95,136	20	13.2 to 1	14
Holliston†	\$8,395	15	\$13,724	19	\$49,822	19	\$97,297	18	13.5 to 1	17
Hopkinton	\$9,658	14	\$15,017	18	\$52,219	11	\$99,362	14	13.7 to 1	19
Lexington	\$14,169	6	\$18,369	11	\$50,771	17	\$109,735	6	12.3 to 1	4
Medfield	\$10,809	12	\$15,251	16	\$51,724	13	\$102,507	12	13.0 to 1	13
Natick	\$7,448	16	\$15,560	15	\$51,764	12	\$98,622	15	13.6 to 1	18
NEEDHAM	\$10,749	13	\$17,390	13	\$52,659	9	\$103,378	11	13.9 to 1	20
Newton	\$11,830	10	\$19,082	7	\$75,538	1	\$119,654	1	11.9 to 1	3
Norwood	\$4,828	20	\$16,707	14	\$49,451	20	\$91,814	21	12.6 to 1	8
Sherborn	\$15,496	2	\$18,553	9	\$52,779	8	\$108,645	9	12.9 to 1	11
Walpole	\$7,433	17	\$15,173	17	\$56,844	2	\$98,604	16	13.4 to 1	16
Wayland	\$12,906	7	\$18,484	10	\$49,099	21	\$114,331	3	12.4 to 1	5
Wellesley	\$14,839	3	\$19,934	3	\$53,198	6	\$111,863	4	12.8 to 1	10
Weston	\$19,653	1	\$24,458	1	\$54,779	4	\$109,208	7	12.6 to 1	9
Westwood	\$11,026	11	\$17,708	12	\$51,498	14	\$110,232	5	13.3 to 1	15
Winchester	\$12,590	8	\$13,610	21	\$51,150	16	\$96,199	19	12.9 to 1	12

⁽¹⁾ Source: Commonwealth of Massachusetts Department of Revenue website.

⁽²⁾ Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website.

⁽³⁾ Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education End of Year Report-Schedule 18.

* Brookline does not submit data.

† Brookline, Dedham, Holliston not yet ratified; FY17 salaries reported.

Core Values Of The Needham Public Schools

SCHOLARSHIP—*Learning*

Every student engaged in dynamic and challenging academic experiences that stimulate thinking, inquiry, and creativity; identify and promote the development of skills, talents, and interests; and ensure continued learning, and wellness. Staff improving their practice in an environment that supports a high level of collaboration and instruction that is focused on helping every student learn and achieve.

COMMUNITY—*Working Together*

A culture that encourages communication, understanding, and is actively anti-racist. Sharing ideas and valuing multiple perspectives ensures a caring community committed to the promotion of human dignity.

PERSONAL GROWTH—*Acting Courageously*

All students developing skills and confidence through personalized educational experiences that build on student strengths and emphasize reflection, curiosity, resilience, and intelligent risk taking.

CITIZENSHIP—*Contributing*

An environment that nurtures respect, integrity, compassion, and service. Students and staff acknowledge and affirm responsibilities they have toward one another, their schools, and a diverse local and global community.

NOTE: The MCAS Next Generation scores for English Language Arts (ELA) and Math are reported as the average for students in grades 3 to 8 on a scale of 440 to 560 (from Not Meeting Expectations to Exceeding Expectations). The MCAS scores for Science & Technology/Engineering for all grades are the Composite Proficiency Index (CPI) representing a number between 1-100 that shows the extent to which students attained or are progressing toward proficiency in a given subject. The SAT scores are computed by the College Board's Educational Testing Service as the average combined scores for the last exams taken by students in Evidence Based Reading & Writing and Math, and not the highest scores for each student. See page 6 for the highest scores.

	FY17 NEXT GENERATION MCAS ELA		FY17 NEXT GENERATION MCAS MATH		FY17 CPI FOR MCAS SCIENCE & TECH/ENG		CLASS OF 2017 COMBINED SAT	
COMMUNITY	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK
Belmont	512.3	6	516.0	3	92.8	5	1250	8
Brookline	511.3	10	512.1	10	87.8	17	1265	5
Concord	516.7	1	514.7	5	98.5	1	1267	4
Dedham	499.6	20	501.1	19	80.4	20	1098	21
Dover	509.7	13	512.9	8	95.1	2	1285	2
Framingham	492.5	21	492.0	21	72.5	21	1137	18
Holliston	508.3	15	507.3	16	88.2	16	1190	16
Hopkinton	514.1	3	515.3	4	92.4	8	1246	10
Lexington	515.6	2	519.3	1	92.9	4	1297	1
Medfield	508.1	16	509.6	15	88.9	13	1208	14
Natick	504.6	18	506.5	18	88.7	14	1178	17
NEEDHAM	510.7	11	512.3	9	90.5	11	1218	13
Newton	508.6	14	510.2	14	88.3	15	1250	9
Norwood	500.5	19	500.6	20	81.1	19	1102	20
Sherborn	512.2	7	512.1	11	95.1	3	1285	3
Walpole	506.6	17	507.0	17	87.1	18	1134	19
Wayland	510.7	12	513.5	7	92.8	6	1255	7
Wellesley	512.0	8	511.0	13	90.1	12	1224	12
Weston	511.5	9	514.0	6	91.7	10	1264	6
Westwood	512.5	5	511.5	12	92.1	9	1193	15
Winchester	514.1	4	516.7	2	92.5	7	1238	11

Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website showing School and District Profile pages for Next Generation MCAS Achievement Results and legacy MCAS results, as well as SAT scores.



Honoring Memories of Adrienne and Talia at
Needham High's Own Your Peace Sculpture

LANGUAGE ASSISTANCE SERVICES

ATTENTION: If you speak a language other than English, language assistance services are available to you free of charge. Contact Student Support Services at 781-455-0400 x213 or penny_belezos@needham.k12.ma.us for assistance.

ATENCIÓN: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. Contacte Servicios de Apoyo para Estudiantes al 781-455-0400 x213 o penny_belezos@needham.k12.ma.us para que le ayudemos.

ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. Entre em contato com os Serviços de Apoio ao Aluno através do número 781-455-0400 x213 ou penny_belezos@needham.k12.ma.us para obter assistência.

ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные сервисы на вашем языке. Обратитесь в службу поддержки студентов по телефону 781-455-0400 x213 или по email penny_belezos@needham.k12.ma.us.

Needham Public Schools wishes to thank our contributors for their support in making the 2018 Performance Report available to our community.

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Needham Public Schools made significant progress toward our 2018 goals!

See inside for details on these topics and more.

- Student-Centered Learning
- Equity Audit: Key Findings and Next Steps
- Next-Generation MCAS Achievement Results
- Unified Track Team
- Division I State Championship Title for NHS Baseball Team
- Highlights of the 2018 District Survey Results
- Breaking Ground on Sunita L. Williams Elementary School
- High School Classroom Expansion Project
- Technology-Infused Classrooms and Digital Tools
- Portrait of a Needham Graduate: Shared Vision of the Future for Our Students

