



LINCOLN SCHOOL  
BALLFIELD ROAD  
LINCOLN, MASSACHUSETTS 01773

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To: School Committee  
Mickey Brandmeyer, Superintendent  
From: Stephen McKenna and Sharon Hobbs, Principals  
Re: Evaluation Report on Lincoln School's METCO Program Reorganization Plan  
Date: April 26, 2012

### *Introduction*

In May 2011, the School Committee authorized a reorganization of the METCO staffing at the Lincoln School to include a half-time METCO Director to report to the principals and the superintendent for the 2011- 2012 school year. In addition, the reorganization also included a half-time academic advisor position that would allow for an increase in the availability of targeted interventions and support for all students in grades K-8. The existing Social Worker, in addition to her current responsibilities would also serve as a secondary METCO contact for parents if the METCO Director was not available. The existing full time academic advisor position and the bus monitor positions would continue as they have in the past. The reorganization, however did take into account how to deploy 1.5 FTE academic advisor positions across nine grades.

### *Implementation and Evaluation Team*

Part of the School Committee decision included Superintendent Brandmeyer's recommendation that an Implementation and Evaluation Team would be developed to identify whether the reorganization provided appropriate academic support, sufficient leadership and improved communications to continue to strengthen our efforts to ensure academic success for METCO students. The team members were identified and include: Principals Steve McKenna and Sharon Hobbs, METCO Director/ Academic Advisor Lateefah Franck, parents Becca Fasciano and Ed Walker, Social Worker Amy Hood, Academic Advisor LaToya Rivers, Teachers Scot Dexter and Steve Cullen and METCO Inc. Associate Director, John Shandorf. Meetings were open to the public and were scheduled in each trimester December 8, 2011, March 22, 2012 and June 6, 2012 from 3:15-4:45 P.M.

### *Evaluation of the METCO Program*

In the plan submitted to the School Committee on September 26, 2011, the success of the model that includes the staffing described above was to be assessed through student improvement on assessments such as the Fountas and Pinnell Reading Benchmark Assessment, the Every Day Math and Impact Math end of unit assessments, and the Goal Focused Intervention Plan results and monitoring. Student progress has been monitored throughout the school year and a summary of this data is included below.

## Student Data

### Math

Kindergarten data is for the first year at Lincoln School and grade 1 shows current progress. Teacher observation and current performance is part of the data shared below.

For students in grade 2-5, mid-year assessment data from Everyday Mathematics (EM) was used to identify an overall sense of growth from 2011 to 2012. It should be noted that the math topics covered in the midyear assessments differ somewhat from grade to grade, and the assessments increase in level of complexity from year to year, so direct comparisons should be made with caution. However, the assessments do reflect focus on the content of mathematical study (operations and algebraic thinking, number and operations, measurement and data, geometry).

A similar comparison was made between 2011-12 Impact Math mid-year assessment data in grades 7-8. The Impact assessments also differ in content and complexity from year to year, but do reflect a focus on the content of mathematical study in middle school (number system, expressions and equations, functions, geometry, statistics and probability). Data regarding EM and Impact mid-year assessments in grade 6 are shown in the table below, but the assessments came from two different programs, so a comparison is not meaningful.

According to the EM and Impact Math mid-year assessments, progress in math is not consistent for all students in Lincoln School's METCO program.

### **Kindergarten-Grade 1 Math Assessment as of April 2012**

Grade	Number of students At or Above Benchmark	Number of students Below Benchmark	% students new to Lincoln in 2011-12
K	6	3	100
1*	4	2	0

\* Midyear assessment data in kindergarten is not scored in the same manner as grades 1-5. Comparison is not available.

### **EM Mid-year Assessment Comparisons 2010-11/2011-12**

Grade	2011/2012 % Improvement	2011/2012 % Stayed the same	2011/2012 % Decline	% of students new to Lincoln in 2011-12 **	% of students at or above 80% on 2012 assessment	Range for 2012 assessment
5	37		63	0	62	55-100%
4	30	20	10	40	80	68-100%
3		8	38	46	54	60-100%
2	38		15	46	100	85-100%
1**				0	80	74-100%

\*\*There is no comparison data for these students, but their scores are included in the column with just 2012 data

**Impact Math Mid-year Assessment Comparisons 2010-11/2011-12**

Grade	2011/2012 % Improvement	2011/2012 % Stayed the same	2011/2012 % Decline	% of students new to Lincoln in 2011-12 **	% of students at or above 80% on 2012 assessment	Range for 2012 assessment
8	63		36	0	9	40-85%
7	12		75	0	13	33-87%
6 ***			100	0	0	38-75%

\*\*\* Comparison made between Impact Math and Every Day Math mid-year assessment

Students in grades 6, 7 and 8 who are performing below benchmark have been assigned to Math or Science extension classes that run for a trimester at a time. The following table shows the percentage of METCO students who have received this support this year.

**Grade 6-8 Math/Science Extensions Lincoln METCO Participation**

Grade	Math Term 1	Math Term 2	Math Term 3	Science Term ****	% students new to Lincoln in 2011-2012
6	0	33%	16%	0	0
7	25%	37%	25%	0	0
8	27%	0	45%	27%	0

\*\*\*\* Grade 8

*Reading*

For students in grade 1-6, Fountas and Pinnell Reading Benchmark Assessment data, teacher observation and current performance was reviewed to identify the current level of Lincoln METCO students. For kindergarten a variety of other literacy assessments and teacher observations have been reviewed. The table below depicts student progress as of April 2012. Students performing below the benchmark are receiving additional interventions through Goal Focused Interventions Plans and work with Literacy Specialists, reading tutors or through specialized instruction provided through an Individual Education Plan. In cases when a child is only slightly below the benchmark, a classroom teacher targets additional support. In all cases where a child is performing below the benchmark in class reading instruction with the classroom teacher takes place in small groups or individually 3-5 days per week.

### Fountas and Pinnell Reading Benchmark Assessment as of March 2012

Grade	Number of students At or Above Benchmark*	Number of students Below Benchmark*	% students new to Lincoln in 2011-12
K	5	2	100
1	5	1	0
2	7	6	46
3	6	8	46
4	5	5	40
5	3	5	0
6	7	5	0

\*The district has identified specific benchmarks levels for each grade. These are evaluated in September, December, March and June

According to the Fountas and Pinnell Reading Benchmark assessments, day-to-day teacher observations and current student performance, progress in reading is not consistent for all students in Lincoln School's METCO program.

Students in grades 6, 7 and 8 who are performing below benchmark have been assigned to Reading extension classes that run for a trimester at a time. The following table shows the percentage of METCO students who have received this support this year.

### Grade 6-8 English Language Arts Extensions Lincoln METCO Participation

Grade	Reading Term 1	Reading Term 2	Reading Term 3	% students new to Lincoln in 2011-2012
6	16%	16%	0	0
7	37%	25%	37%	0
8	54%	27%	0	0

Some grade 6-8 students stayed in their reading or math extension for multiple trimesters, while others were moved to math in subsequent trimesters. Where there a zero is noted in the table, other offerings existed so students were placed elsewhere. Also in grades 6 and 7, students who elected not to take Band, Chorus, Orchestra or Drama and were not meeting benchmarks in reading or math, were given small group support with English and Math teachers.

### *Grade 8 Math Intervention Class*

The support class, offered by the grade 5-8 Academic Advisor, uses homework as a launching point for the direction of the class. Failure to complete and understand homework assignments as well as failure to practice newly learned material outside of class has been identified as an area of weakness from the grade 7 year. This class is a direct intervention to address this problem. Through re-teaching, test/quiz prep, and clarification of expectations and concepts, the goal of the class is to improve the students' academic performance in math class. At the end of the second trimester four of the five students serviced have improved their Math average. Three of the five students have improved their Math average by a full letter grade.

### *Goal Focused Intervention Plans (GFIP)*

Goal Focused Interventions Plans are designed to target specific interventions and supports for a 6-8 week period of time. After a review of assessment data goals are developed by academic specialists in the areas of literacy and math for the K-5 students and by subject specific teachers in grade 6-8. The goals target an area of weakness that will leverage the greatest academic gains for the student. After the intervention period, the student is re-assessed to determine if continued interventions, new interventions or no interventions are needed.

In grade 3-4, Math related GFIPs have been employed for 9 Lincoln METCO students over the course of two intervention periods. All but two of the students achieved the identified goals and moved on to new goals with different interventions. Most students went on to receive interventions through a new goal focus. One of the students, identified for support, no longer requires additional support through a GFIP.

In grades K-5, Literacy related GFIPs have been employed for 18 Lincoln METCO students over the course of three intervention periods. All but 1-2 of the students achieved the identified goals and moved on to new goals with different interventions. One of the students continued with the same goal. Most students went on to receive interventions through a new goal focus. Two students, identified for support, no longer required additional support through a GFIP. In these cases, the students could be successful in the classroom setting with supports provided by the classroom teacher alone.

In grades 6-8, students identified as scoring Needs Improvement or Warning on MCAS were originally identified as those who would be placed in Reading or Math extensions right away. At the end of the trimesters, teachers re-assessed students and either changed the focus of the extension for the same group of students, moved students to new extensions, or allowed the students to choose their extension. In addition, METCO students in grades 5-8 who participated in the Extended Learning Program had access to additional MCAS practice and support prior to taking the exam(s) this year. While they were given pre-test(s) their post-test scores will not be available until later this year.

### *Survey Data*

#### *September:*

In September, Sharon Hobbs, Steve McKenna and Lateefah Franck attended a Lincoln METCO Parent Group meeting in Boston. Using the “clicker” technology (mimeo studio) a survey was conducted to gather some baseline data. Themes of the questions included: Is my child receiving the right level of academic and social emotional support?; Is there a transparency in the communication?; Are families feeling well connected to the school community?; Are questions answered in a timely fashion?; Is a half time Director fully accessible?

#### *March/April:*

A parent survey mirroring the one used in September was developed with only minor alterations. We engaged in multiple outreach efforts to encourage full participation from families who live in Boston. This included Lateefah Franck sharing the survey link through the METCO newsletter and principals Hobbs and McKenna at the March 20, Lincoln METCO Parents Group meeting. A Connect-Ed phone message was sent on March 23 and individual

phone calls were made to Lincoln METCO families as an additional reminder the week of April 2.

Surveys in both September and March produced similar results. The results of the March survey are shown below.

- Responses were received from parents of students in grades K-8.
- The range of communication methods used (Principals' newsletters, email blasts, reminder phone calls, METCO newsletter) were viewed as most helpful.
- 84% reported that events were communicated in a timely fashion.
- 81% indicated they knew who to contact when their child was struggling.
- Grade 5-8 families indicated awareness that the Extended Learning program was a support for completing assignments and homework.
- 84% reported that their child feels connected to an adult in Lincoln.
- 77% of families reported that they feel connected to someone in the Lincoln School community.
- 67% responded they can reach METCO Director, Ms. Franck, when they need to talk about a child.
- 88% responded they can reach Social Worker, Ms. Hood, when they could not reach Ms. Franck.

#### *Outreach to Lincoln METCO Parent Group*

Principals have scheduled informal conversations in Boston each trimester to enhance the communication with Lincoln METCO Families. These took place on September 14, January 31, March 20, and April 24. At the September meeting, Lateefah Franck was introduced as the new METCO director. We also collected some baseline data in the form of a survey. In January, the focus centered on sharing the bullying prevention plan and the details of the lessons taking place in Grade K-5. The experiences of students at the Lincoln Diversity Conference were discussed and included input from two students who were present at the meeting. Questions from the parents included a variety of topics related to the school. At the March meeting discussion focused on student placement for 2012-13 classes, the selection process for the new superintendent, the METCO intake process for new students in 2012-13, MCAS – day one experiences, and the survey soliciting input for this report.

#### *METCO Director Role*

The following information is included for the purposes of depicting the work of the half-time METCO Director. In her role as METCO Director, Lateefah Franck has responsibilities aligned with METCO Inc., at the district level and at the school level. Her responsibilities include interactions with staff, parents/families and students. In some cases this work was done in conjunction with other Lincoln School staff members.

#### METCO Inc.

- Attends METCO Director's Meetings and METCO Inc meetings  
Keeps abreast of latest information related to the grant  
Participates in sharing best practices
- Addresses METCO Inc. student information requests
- Set up/manages - METCO Inc. Grade 2-4 Tutoring aligned with Lincoln Curriculum

- Serves on the METCO Directors' Association conference committee as well as the student activities committee.

### District

- Bi-weekly district administrative team meetings with a focus on budget, district goals and implementation of district initiatives (curriculum, achievement gap, high achieving students, students in need of remediation, MCAS follow-up)
- Regular communication with the Superintendent, Assistant Superintendent, Administrator for Business and Finance and the Administrator for Student Services

### School

- Weekly meetings with School Principals and Coordinator of Student Services with a focus on school improvement initiatives, service delivery to students, supervision and evaluation, overall building concerns
- Coordinates the METCO intake process for new students in 2012-13

### Staff

- Facilitates team meetings with members of the METCO staff.  
Set goals for METCO program aligned with District goals
  1. Math support 2-8 was the focus for this year
  2. Raising student motivation and academic expectations through self advocacy is a new goal added this spring
- Facilitates Study Group - "Freedom's Plow" - Lincoln provided staff with a professional development opportunity to attend the December METCO Conference and participate in a study group using the text, Freedom's Plow: Teaching in the Multicultural Classroom Edited by Theresa Perry and James Fraser.

### Parents/families

- Attends monthly Lincoln METCO Parent Group meetings and serves as a resource sharing pertinent information about the school, programs, and needs of the students
  - Standards based reporting
  - Parent welcome meeting
  - New family orientation
  - Multi cultural book fair
  - Women's history month
  - Late stays - activities K-4
- Presents monthly report at PTA meeting
- Meets monthly with principals and PTA presidents to identify points of collaboration and needs that should be addressed
- Co-facilitates Math workshop series December and May (this series will continue next year, we are planning how it will look now) in collaboration with school and district math leaders
- Co-Facilitates Literacy Nights in collaboration with school and district literacy leaders
- Coordinates the bus transportation and logistics with conduct reports including parent communication

## Students

- Monitors the needs of students in the Extended Learning Program through consultation with the academic advisor (grades 5-8)
- Advocates for summer learning opportunities for students in the program

## Recommendations

After a review of student assessment data and progress it is clear that some Lincoln METCO students are progressing well according to district benchmarks. For students who are not meeting benchmarks, resources have been provided by way of targeted in class support, goal focused intervention plans or individual education plans. However, there continues to be students who are not demonstrating sufficient progress.

At this time the METCO Implementation and Evaluation Team recommends the following:

1. Maintain the current staffing structure with a planned review in the 2012-13 school year to determine if it matches the needs of students.
2. Adjust Academic Advisor support to target more consistent and direct academic support to students not meeting literacy and math benchmarks. Currently the full time advisor is working with 4 grades (5-8) and the half-time advisor is assigned to 5 grades (K-4).
3. Develop an early intervention model of support for the youngest students with an eye to preventing gaps at the earliest stages of a student's learning experiences at Lincoln School.
4. Increase academic support if and when resources are available.