



# LINCOLN PUBLIC SCHOOLS

To: School Committee  
Rebecca McFall, Superintendent  
From: Lateefah Franck, Stephen McKenna and Sharon Hobbs  
Re: Evaluation Report on Lincoln School's METCO Program Reorganization Plan  
Date: February 28, 2013

## **Introduction**

In May 2011, the School Committee authorized a reorganization of the METCO staffing at the Lincoln school for school year 2011-2012, which continued to 2012-13. The new structure designated a half time METCO Director to report to the Superintendent and a half time academic advisor position to report to the Principals. This reorganization created 1.5 FTE academic advisor positions for K-8 Boston resident students. The addition of the .5 FTE academic advisor position increased the availability of targeted intervention and support for students K-4. This report provides an update on the status of the 2011 reorganization and the advantages and challenges of the various components of the support provided to K-8 Boston students.

### **Advantages of Providing Additional Academic Advisor Support**

- Boston students are receiving academic/social emotional support in addition to Literacy and Math support provided by specialists.
- 1.5 FTE academic advisors are accessible to all teachers K-8 as they are part of team conversations about all students and are a regular presence in the majority of Lincoln classrooms.
- 1.5 FTE academic advisors attend IST and IEP meetings, provide information to the team and gather information to provide extra assistance to students.

### **Challenges to the .5 Academic Advisor and .5 METCO Director Organization**

- Director / .5 academic advisor must manage a schedule that includes direct services to students, teacher meetings, administrative meetings, parent support, and community outreach.
- It is difficult for the Director to maintain the integrity of the program and act as a liaison between Boston families and the school community.
- The Director does not have time to provide professional development and support to faculty and administrators. The Director would like to help teachers connect the Common Core and the cultural proficiency standards so that all students see themselves in our curriculum.

## **Evaluation of the METCO Program Reorganization**

The plan submitted to the School Committee on September 26, 2011, established that the success of the model would be assessed through student improvement on assessments such as the Fountas and Pinnel (F&P) Reading Benchmark Assessment, The Everyday Math and Impact Math programs end of unit assessments, and the Goal Focused Intervention Plan (GFIP) results and monitoring. In the May 10, 2012 report, those benchmarks were used to provide the data that completed the report. At mid-year, student progress has been monitored, however, the data on progress is not yet conclusive. A summary of data that are currently available is included below.

### **F&P**

- 13 students in Kindergarten and first grade were new to Lincoln this school year. 85% of those students are at or above the winter benchmark. The remaining 15% (2 students) were 1 point away from benchmark.
- 75% of students K-2 are at or above benchmark.
- 66% of students in grades 3 & 4 are at or above the benchmark. 25% of these students were new to Lincoln in 2<sup>nd</sup> and 3<sup>rd</sup> grade.
- 80% of 5<sup>th</sup> graders are at or above the benchmark.

### **GFIPs**

- There are 7 Boston resident students in grades 2-5 currently on GFIPs. 2 students have achieved their goal. The remaining 5 students' plans are still in progress.
- There are 21 students on GFIPs in the afterschool program in grades 4-8. There are currently 45 total Boston resident students. These students receive after school intervention support in addition to services that they receive during the school day. The intent of the afterschool program is to double dose students with services to decrease the gaps in Math and Literacy.
- 80% of students in grades 5-8 on after school GFIPs reached the winter benchmark in Math.

In grades 6-8, students identified as scoring below proficient on MCAS participate in academic extensions designed to provide additional academic support. In addition, these students have also been identified to receive support after school. We are using the Momentum Math program as an intervention for these students. The academic advisors are currently meeting with Math teachers to prioritize the Math standards that will be covered during the after school time. During this school year, extensions were offered to 4 students in reading and 2 in math in grade 6; 7 in reading and 4 in math in grade 7; and 3 in reading thus far in grade 8. Students are currently being placed in their third trimester extensions. Math and Science review will most likely be offered the third trimester in grade 8.

### **METCO Program After School Programming**

During the fall of 2011 we began to develop an after school program for middle school students. The program now consists of 16 students on GFIPs serviced by 4 academic tutors and 34 middle school students who receive homework support. The 5-8 academic advisor manages the program and ensures a balance between academic support and students' ability to participate in extra curricula activities. Starting this spring, a group of 7<sup>th</sup> and 8<sup>th</sup> graders will receive extended Math instruction using the Math in Everyday Life program. Also beginning this spring, 4<sup>th</sup> graders will receive additional after school academic support. Five of the 11 4<sup>th</sup> grade students are on GFIPs. The goal for the grade 4 students is to increase their exposure, 2 additional times a week, to open response writing for Math and ELA. The goal of our after school program is to increase students' in-class confidence, as well as to raise academic achievement as measured by MCAS and report cards.

### **Advantages of the After School Program**

- Students work with tutors in a small group setting.
- Students receive targeted support in academic areas.

### **Challenges of the After School Program**

- Participation is voluntary, not all students participate as parents have made prior commitments or choose not to extend the day for students.
- Communicating to families the documented successes for students who participate in the afterschool opportunity.

### **Recommendations 2013-2014**

We recommend maintaining the current staffing structure for the 2013-2014 school year. The METCO Director and Academic Advisors will work to refine the academic support provided to students and develop a consistent means of tracking student progress. The 1.5 FTE academic advisors will provide focused support to students who are not meeting literacy and Math benchmarks. They will also support in-class instruction providing small group sessions targeting students before they fall below benchmarks.

### **Questions Under Consideration**

- What are the valid and consistent measures available to monitor student progress and track growth?
- What role can/should the METCO Director play in developing an Academic Mentor program?
- How shall the METCO Director take the lead on monitoring Achievement Gaps related to Boston students and developing programs to address the Achievement Gaps?
- How can we best utilize our staff to meet the needs of Boston students?