



## THE PUBLIC SCHOOLS OF BROOKLINE

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April 1, 2016

To Whom it May Concern:

I am writing in support of Dr. Adrian Mims' proposal to expand the Calculus Project.

The Public Schools of Brookline (PSB) is a high performing urban/suburban district, bounded on three sides by the City of Boston. It has a long-standing tradition of academic excellence and a national reputation for providing a comprehensive education for all students.

As a district with a demonstrated commitment to equity in student learning, the Public Schools of Brookline seeks to identify and eliminate barriers that impede student achievement and success. Very often, educators are at the heart of this work as they see the realities of high achievement and underachievement played out daily in their classrooms. Across the district and at Brookline High School (BHS), specifically, teachers are supported in pursuing their professional passions and advancing their creative lines of inquiry. Dr. Mims' research and creation of the Calculus Project at BHS is the finest example of how an educator's passion and commitment to educational equity can have a dramatic impact on student achievement.

The strongest statements of support for the Calculus Project come in the form of achievement data and students' comments about the value of the program. The achievement data paint a picture of a successful initiative that provides ongoing outstanding results for students of color. Students' feelings and perceptions about the Calculus Project bring depth and richness to the portrait of true success. Over the years our district has implemented a variety of initiatives aimed at improving student achievement, narrowing achievement gaps, and increasing the success of our under-represented populations in rigorous courses. None of these efforts, individually or collectively, resulted in outcomes like those achieved through the Calculus Project.

While BHS is able to provide services and support to our students through the Calculus Project, the inequities across Massachusetts are staggering. We need to think about providing opportunities to students, regardless of their address. Why shouldn't students of color in Boston, Saugus, Springfield, or Braintree have the same opportunity as

students in Brookline? Supporting the Calculus Project across Massachusetts would be a profound step toward educational equity. Not only would Massachusetts continue to lead the nation with rigorous standards, high achievement, and overall academic success, we would also be a shining example of how high expectations for students of color – paired with support in the form of a program such as the Calculus Project - can produce extraordinary results.

With hope and sincerity,

A handwritten signature in black ink, reading "Jennifer Fischer-Mueller", is centered on a light blue rectangular background.

Jennifer Fischer-Mueller, Ed.D.  
Deputy Superintendent of Teaching and Learning