

# LYNN PUBLIC SCHOOLS

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*Patrick A. Tutwiler, Ph.D.*  
*Superintendent of Schools*

November 7, 2018

Sam Catherine Johnston, Ed.D.  
Jess Gropen, Ph.D.  
CAST  
40 Harvard Mills Square, Suite 3  
Wakefield, MA 01880

Dear Drs. Johnston and Gropen:

Thank you for the invitation serve as a school site partner for the project you are proposing to the National Science Foundation: "Exploring the Impact of a Peer Tutor Teacher Exchange (APTTE) on Minority Students in High School Mathematics." As the Superintendent of Lynn Public Schools and on behalf of the mathematics teachers and students in the district, I am pleased to offer my commitment to the project should it be funded. I understand that you will be partnered with Dr. Adrian B. Mims Sr. of The Calculus Project to develop and evaluate an intervention that includes a web-based peer-tutoring environment to support high school minority peer tutors and teachers in ninth grade math classes.

The proposed project builds on the success of The Calculus Project and will support teachers in developing practices that support minority students' achievement and engagement in mathematics, while also building the leadership and teaching skills of the peer tutors. I am confident that the APTTE platform, as proposed, will fill a pressing need for our minority students and has the potential to expand the pipeline of minority students who pursue teaching and other mathematics-related pathways beyond high school.

Our district has worked with Dr. Mims for the past two years implementing The Calculus Project at Pickering Middle School. Our first cohort, who are currently in the eighth grade, showed significant strides that yielded the following data:

- 46 percent of the students earned at least a "B-" for the 1<sup>st</sup> and 2<sup>nd</sup> quarter.
- 46 percent of the students improved their grade from first to second quarter.
- 87 percent of the students believed their participation in The Calculus Project prepared them for math topics in the first quarter.
- 73 percent of the students felt confident in their math ability during the first quarter because they attended The Calculus Project during the summer.

We are excited about our second cohort comprised of seventh graders, who are poised to produce comparable results as our first cohort after a successful summer.

I will actively support CAST and The Calculus Project in identifying and recruiting high school teachers for this project. I understand that our work will include participation in the co-design and pilot testing of the APTE

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intervention, which will take place mainly in the second two years of the project (2021-2022). Pilot testing participation in focus group interviews with students and teachers, classroom observations, surveys, the collection of tool usage data. Further, I understand and will support the participation of APTTE teacher and peer tutors in professional learning. We understand that our participating teachers will receive stipends, and that we will cover the costs for substitute teachers.

I wish you success in securing funding for this exciting initiative.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'P' followed by a long horizontal line that curves upwards at the end.

Patrick A. Tutwiler, PhD  
Superintendent of Schools