

**PRELIMINARY  
FEEDBACK  
& DRAFT**



# **MANAGEMENT STUDY**

**Malden Public Schools, MA**

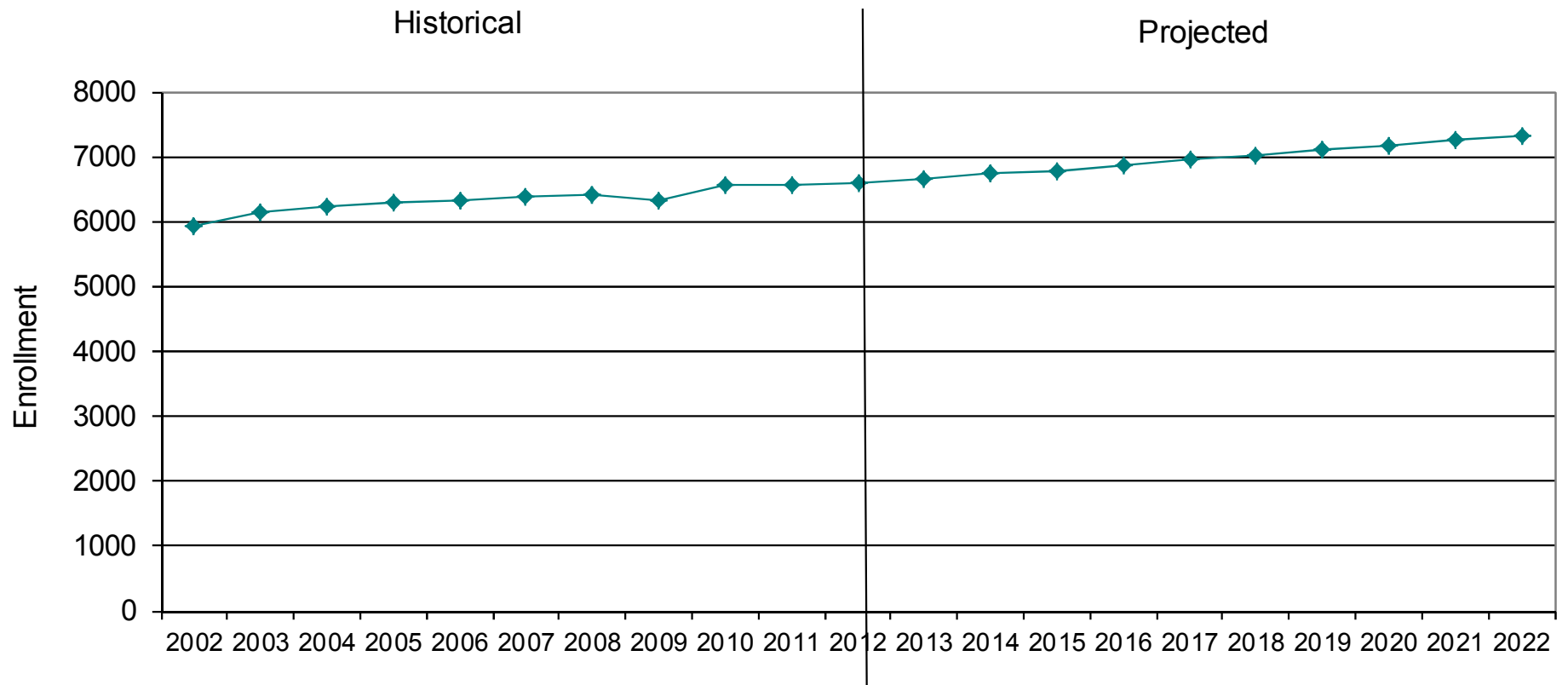
**JANUARY 31, 2013**

# **NESDEC PROJECT TEAM**

- **Carolyn J. Burke, Ed.D., Consultant**
- **Donald G. Kennedy, Ed.D., Executive Consultant**
- **John H. Kennedy, M.A., Consultant**
- **Arthur L. Bettencourt, Ed.D., Executive Director**

# Malden, MA Historical & Projected Enrollment

## PK-12, 2002-2022



# Malden, MA Historical Enrollment

School District: **Malden, MA**

1/29/2013

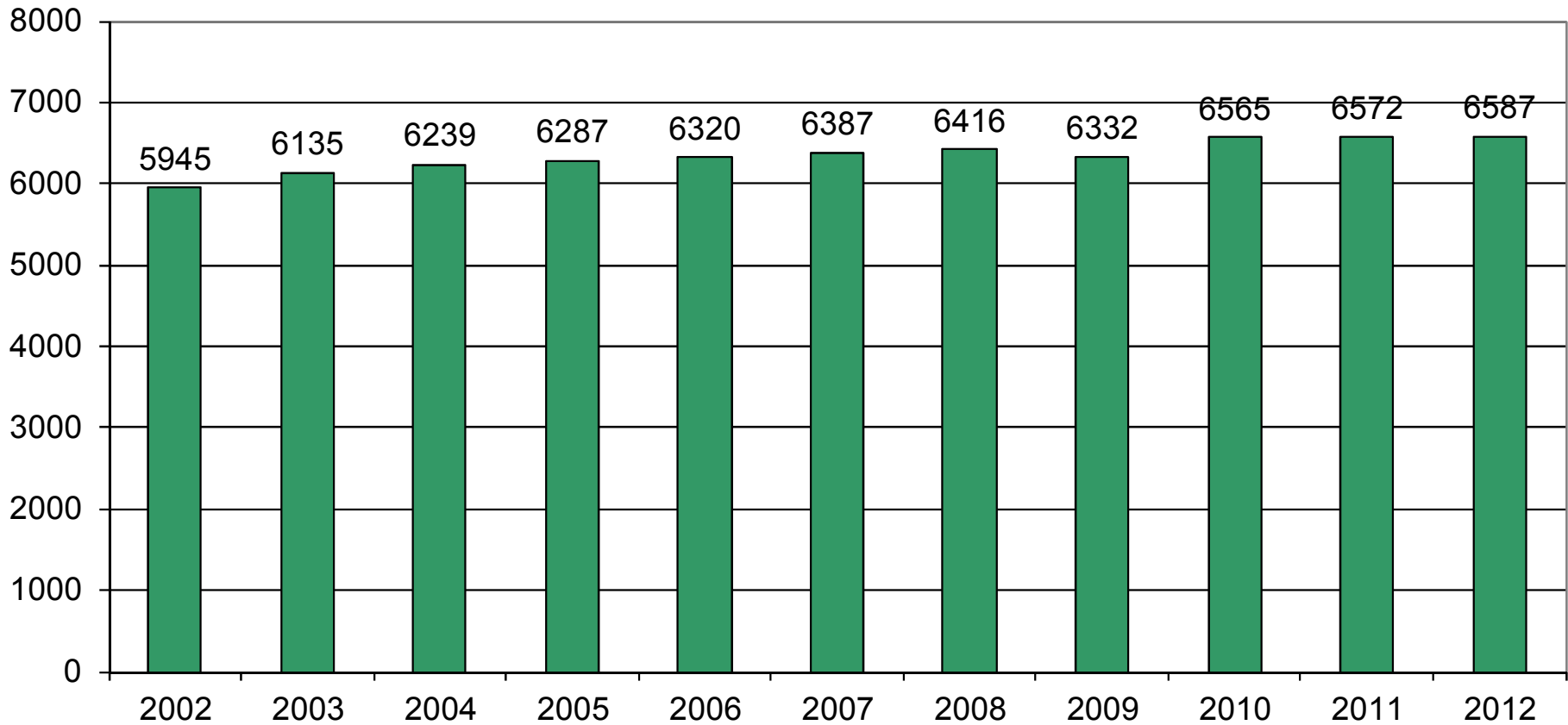
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1997	783	2002-03	210	450	482	463	442	454	446	493	502	472	451	386	350	344	0	5735	5945
1998	764	2003-04	245	495	481	479	479	467	462	454	497	518	460	390	377	331	0	5890	6135
1999	788	2004-05	294	431	529	481	478	479	481	473	463	497	481	417	387	348	0	5945	6239
2000	823	2005-06	297	464	457	500	502	485	475	487	481	459	485	429	404	362	0	5990	6287
2001	793	2006-07	292	467	507	462	477	497	477	485	499	480	494	412	394	376	1	6028	6320
2002	814	2007-08	284	486	514	504	474	475	490	474	501	472	491	422	407	380	13	6103	6387
2003	801	2008-09	299	480	486	508	500	470	469	500	482	483	484	436	404	396	19	6117	6416
2004	856	2009-10	284	456	477	472	505	491	470	490	489	478	487	428	408	376	21	6048	6332
2005	792	2010-11	273	504	500	500	476	524	501	494	477	517	522	415	433	405	24	6292	6565
2006	843	2011-12	311	479	511	500	503	482	501	515	471	467	572	412	419	401	28	6261	6572
2007	915	2012-13	320	533	496	503	493	474	476	490	498	457	487	492	440	428	0	6267	6587

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2002-03	2947	2737	3230	4204	1913	1467	974	2505	1531
2003-04	3108	2863	3317	4332	1931	1469	1015	2573	1558
2004-05	3173	2879	3352	4312	1914	1433	960	2593	1633
2005-06	3180	2883	3370	4310	1902	1427	940	2620	1680
2006-07	3179	2887	3372	4351	1941	1464	979	2655	1676
2007-08	3227	2943	3417	4390	1937	1447	973	2673	1700
2008-09	3212	2913	3413	4378	1934	1465	965	2685	1720
2009-10	3155	2871	3361	4328	1927	1457	967	2666	1699
2010-11	3278	3005	3499	4493	1989	1488	994	2769	1775
2011-12	3287	2976	3491	4429	1954	1453	938	2742	1804
2012-13	3295	2975	3465	4420	1921	1445	955	2802	1847

Historical Percentage Changes			
Year	K-12	Diff.	%
2002-03	5735	0	0.0%
2003-04	5890	155	2.7%
2004-05	5945	55	0.9%
2005-06	5990	45	0.8%
2006-07	6028	38	0.6%
2007-08	6103	75	1.2%
2008-09	6117	14	0.2%
2009-10	6048	-69	-1.1%
2010-11	6292	244	4.0%
2011-12	6261	-31	-0.5%
2012-13	6267	6	0.1%
<b>Change</b>		<b>532</b>	<b>9.3%</b>

# Malden, MA Historical Enrollment

**PK-12, 2002-2012**



# Malden, MA Projected Enrollment

School District: **Malden, MA**

1/29/2013

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	915		2012-13	320	533	496	503	493	474	476	490	498	457	487	492	440	428	0	6267	6587
2008	969		2013-14	320	567	554	495	502	490	469	486	483	492	481	416	488	425	0	6348	6668
2009	973		2014-15	321	570	589	553	494	499	485	479	479	477	518	411	413	472	0	6439	6760
2010	920		2015-16	321	539	592	588	552	491	494	495	472	473	502	443	408	399	0	6448	6769
2011	924	(est.)	2016-17	322	541	560	591	587	548	486	504	488	466	498	429	439	394	0	6531	6853
2012	940	(est.)	2017-18	322	548	560	559	591	583	543	497	493	484	492	424	429	425	0	6628	6950
2013	945	(est.)	2018-19	323	551	567	559	559	587	577	556	486	489	511	419	424	415	0	6700	7023
2014	940	(est.)	2019-20	323	549	570	566	559	555	581	590	544	482	516	435	419	411	0	6777	7100
2015	934	(est.)	2020-21	324	545	568	569	566	555	550	594	577	540	509	440	435	406	0	6854	7178
2016	937	(est.)	2021-22	324	546	564	567	569	562	550	563	581	573	570	434	440	421	0	6940	7264
2017	939	(est.)	2022-23	325	548	565	563	567	565	557	563	550	576	605	486	434	426	0	7005	7330

\*Projections should be updated on an annual basis. Based on an estimate of births

Based on children already born Based on students already enrolled

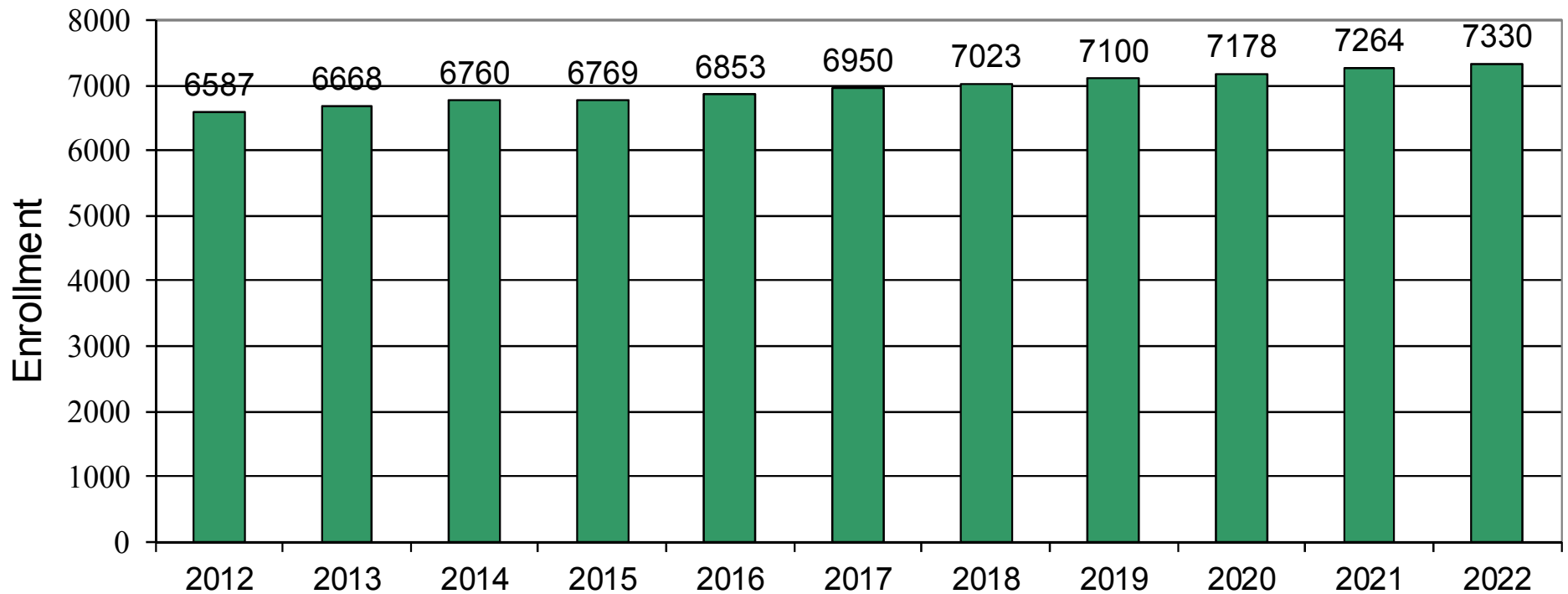
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2012-13	3295	2975	3465	4420	1921	1445	955	2802	1847
2013-14	3397	3077	3563	4538	1930	1461	975	2785	1810
2014-15	3511	3190	3669	4625	1920	1435	956	2770	1814
2015-16	3577	3256	3751	4696	1934	1440	945	2697	1752
2016-17	3635	3313	3817	4771	1944	1458	954	2714	1760
2017-18	3706	3384	3881	4858	2017	1474	977	2747	1770
2018-19	3723	3400	3956	4931	2108	1531	975	2744	1769
2019-20	3703	3380	3970	4996	2197	1616	1026	2807	1781
2020-21	3677	3353	3947	5064	2261	1711	1117	2907	1790
2021-22	3682	3358	3921	5075	2267	1717	1154	3019	1865
2022-23	3690	3365	3928	5054	2246	1689	1126	3077	1951

See "Reliability of Enrollment Projections" section of accompanying letter.  
Projections are more reliable for Years 1-5 in the future than for Years 6 and beyond.

Projected Percentage Change			
Years	K-12	Diff.	%
2012-13	6267	0	0.0%
2013-14	6348	81	1.3%
2014-15	6439	91	1.4%
2015-16	6448	9	0.1%
2016-17	6531	83	1.3%
2017-18	6628	97	1.5%
2018-19	6700	72	1.1%
2019-20	6777	77	1.1%
2020-21	6854	77	1.1%
2021-22	6940	86	1.3%
2022-23	7005	65	0.9%
<b>Change</b>	<b>738</b>	<b>11.8%</b>	

# Malden, MA Projected Enrollment

PK-12 TO 2022 Based On Data Through School Year 2012-13



# Malden, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2000	17	20
2008	2	0
2009	2	2
2010	0	2
2011	5	4
2012	5 to 11/31	6 to 11/31

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2000-01	n/a	n/a
2008-09	n/a	n/a
2009-10	n/a	n/a
2010-11	n/a	n/a
2011-12	n/a	n/a
2012-13	193	K-8 = 225

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	11	30	30	28	33	29	19	26	19	n/a	n/a	n/a	n/a	K-8 = 225

K-12 Home-Schooled Students	
2012	26

K-12 Residents "Choiced-Out" or in Charter or Magnet Schools	
2012	774

K-12 SpEd Outplaced Students	
2012	79

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2012	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



# MANAGEMENT REVIEW

- PK-8; and the transition into Grade 9
- Coordination of district curriculum and instruction, school-to-school transitions, professional development, and in general the effective use of educational space (PK-8 schools v. alternative grade groupings?)
- Comment upon adequacy of leadership structure, management staffing, coordination efforts/strategies, and management resources as they relate to service delivery to students and families

# METHODOLOGY

- Online survey of selected professional staff (34 responses + 5 additional responses from PK-8 principals)
- Follow-up interviews (32 plus 4 School Committee volunteers) with 6 principals and ELC Director; 9 Assistant Principals; 14 Directors including 2 Assistant Directors of Special Education; Superintendent and Assistant Superintendent

# ABBREVIATED VERSIONS OF QUESTIONS

- Many educationally-successful school districts have a curriculum which generally follows a planned K-12 path in the core academic areas, including Common Curriculum Maps, Common Student assessments, Analysis of Assessment Results, and Professional Development as needed. Please indicate the degree to which you believe the following practices are currently in place for the curriculum which you supervise, where 1 = not in place at this time; 2 = sometimes occurs; 3 = occurs in about 50% of instances; 4 = occurs most of the time; 5 = occurs almost always
- The strengths/successes of my job responsibilities are:
- The challenges of my job responsibilities are:
- If I were to make one suggestion for strengthening Malden's support for classroom instruction and curriculum leadership, it would be:

# SCHOOL CAPACITIES AND SELECTED ENROLLMENTS

SCHOOL		LARGEST ENROLLMENT (15 yrs)	
Malden Early Learning Center		329	
Beebe School		951	
Ferryway School		961	
Forestdale School		572	
Linden School		890	
Salemwood School		1,269	
GRADES 7-8		GRADES 6-8	
2012-13	955	2012-13	1,445
2021-22	1,154 *	2021-22	1,717 *
* Largest projected enrollment in next 10 years			

# HOW DO DISTRICTS ORGANIZE FOR TEACHING AND LEARNING? (enrollments approximate)

**Malden** **6,600 students**  
5 K-8 (565 – 1,175 students), ELC, HS 1,850, alternative programs

**District W** **6,900 students**  
8 PK-8 (510 – 785), HS 1,800, alt. programs

**District X** **5,900 students**  
7 K-8 (395-700), ECC, HS 1,925 includes voc tech, alt. programs

**District Y** **5,000 students**  
6 K-8 (445-555), 1 K-6, ECC, HS 1,325, alt. programs

**District Z** **6,100 students**  
12 K-8 (one has no 7-8, 265-500, five schools with only 16-30  
in Grade 8), ECC, HS 1,625 includes voc tech, alt. programs

# TEACHING AND LEARNING: DISTRICT W

## District W:

10 Principals, 12 Assistant Principals, K-12 Teaching and Learning Office has Deputy Superintendent, Director of Program Review (Assessment) and Grants, Director of Data Management (unfilled), 0.6 Teacher Leader for Professional Development (Unit A + summer stipend); PK-8 = Curriculum/Program Coordinators (2.0 Early Childhood, 1.0 Math, 1.0 ELA, 1.0 Science, 1.0 Social Studies, 1.0 World Language, .6 Performing Arts (also teaches), .6 Enrichment and Challenge Support, 1.0 Director of Special Education.

Grade 9-12 = .8 Math (all also teach), .8 English, .8 Science, .8 Social Studies, .6 Performing Arts, .8 Career and Tech Ed, 1.0 Director of 9-12 Special Education; 1.0 Coordinator of 9-12 Special Education.

# TEACHING AND LEARNING: DISTRICT W (con't)

## District W:

K-12 curriculum/program coordinators = 1.0 Director of Educational Technology and Libraries; .8 Visual Arts; .8 Health/Fitness/PE; 1.0 English Language Learners; 1.0 METCO; 1.0 Nursing. Special project work opportunities are advertised for summers or during school year

# TEACHING AND LEARNING: DISTRICT X

## District X:

12 Principals, 5 Assistant Principals, Assistant Superintendent,  
K-12 3 full-time Directors: Math; ELA-Humanities incl. Foreign  
Language-Art-Music; Science-Tech-PE-Health

10 HS department heads, each with .8 teaching load

Math 3 full-time coaches: intervention;/Gr. 3-5;/Gr. 6-8 plus EC  
Grades K-2; Teachers apply for curriculum projects incl. about  
30 teachers who receive stipend for Math; summer work varies  
yearly, dependent upon funding ELA/Humanities – similar to  
Math model with coaches Science/Technology/PE/Health – no  
K-8 coaches

Teachers have common planning time-activities directed by  
principals; also 2 hours released time/month PD using  
substitutes



# TEACHING AND LEARNING: DISTRICT Y

## District Y:

10 Principals, 5 Assistant Principals plus 4 HS House Masters, Assistant Superintendent (CIA) – other Central Office Administrators in Special Education or Technology may be involved

5 K-12 Supervisors (Art, Music, Health/PE, Library/Media, Foreign Language 7-12); 4 HS Department Heads are .6 supervisory released time (Math, Science, Social Studies, English Language Arts); 6 full-time K-8 coaches (3 ELA, 3 Math); 2 Grade 6-8 part-time coaches (1 ELA, 1 Math)

Instructional Leadership Team of 50 teachers (\$1,500 stipend) who work with principals and coaches, and also participate in data analysis and plan Professional Development; projects sometimes are posted for extra work in school year or summer

**"After 8th Grade, students leave for other schools and do not attend Malden High."**

School Year	Grade 8	Grade 9	Diff. from Prior Year
1993-94	420	268	-77
1994-95	380	389	<b>-31</b>
1995-96	391	387	<b>7</b>
1996-97	426	365	<b>-26</b>
1997-98	419	371	<b>-55</b>
1998-99	423	402	<b>-17</b>
1999-00	397	400	<b>-23</b>
2000-01	425	439	<b>42</b>
2001-02	439	396	<b>-29</b>
2002-03	472	451	<b>12</b>

**"Yes, but..."**

School Year	Grade 8	Grade 9	Diff. from Prior Year
2003-04	518	460	<b>-12</b>
2004-05	497	481	<b>-37</b>
2005-06	459	485	<b>-12</b>
2006-07	480	494	<b>35</b>
2007-08	472	491	<b>11</b>
2008-09	483	484	<b>12</b>
2009-10	478	487	<b>4</b>
2010-11	<b>517</b>	522	<b>44</b>
2011-12	467	<b>572</b>	<b>55</b>
2012-13	457	487	<b>20</b>

# SOME HELPFUL COMMENTS AND QUOTATIONS

- The teachers have been just great; diligently focusing and working hard on behalf of Malden students during a time of great educational change and uncertainty.
- There needs to be a stronger K-12 alignment, and especially at Grades 5-6 and 8-9.
- In some areas, programs we currently use no longer complement state standards [especially since the introduction of the Common Core].
- SPED follows the curriculum maps developed by the general education content areas with modifications made in pacing and/or content [if the general educating curriculum needs alignment, the already difficult tasks in Special Education are made more difficult].

# SOME HELPFUL COMMENTS AND QUOTATIONS

- Over the last couple of years, professional development has been driven by mandates, and very little time has been dedicated to content, curriculum mapping, or best practices.
- Some [curriculum] areas are further along than others...this can be directly linked to the leadership of the specific content areas [and in those areas where the Common Core requires the most changes such as the assignment of Math topics to different grade levels than before]. Some content areas also lack a clear leader district wide, i.e. music, art, [foreign languages].
- Encourage data driven discussion at the district and school level to set specific goals for instruction. The evaluation tool is a framework for these discussions; right now its implementation is the focus. It may take next year to step back and connect it to common language and specific areas of need for teachers and students.

# SOME HELPFUL COMMENTS AND QUOTATIONS

- Continue to develop pacing guides and supply the materials needed to meet the rigors of Common Core.
- We need to adhere to a standards-based curriculum, which is aligned to the Common Core and provide opportunities for all students to excel. Directors and principals need to work collaboratively to be sure teachers get the needed support for continued student achievement and opportunities to lead and share their work...where expectations and supports are system-wide, but principals and teachers are able to decide the best path for their students.
- Have specific administrators responsible for curriculum leadership and allows [other] administrators to focus on building safety and student behavior.

# THREE OPTIONS FOR ASSIGNING GRADES K-8

## **OPTION A: Five K-8 schools – as presently organized**

Advantages as reported in education research:

- Students may obtain stronger educational success by attending the same buildings for nine years, becoming well-known to the faculty, and eliminating educational setbacks due to transitions among buildings.
- Families, for several years, can focus upon the same school and faculty, a factor often leading to increased family involvement and support in children's schooling.
- Teachers often get to know families and children in greater depth, a factor enhancing student achievement, as a teacher of an older child can seek advice from a teacher who successfully taught the child at a younger grade level.

## **FIVE K-8 SCHOOLS (continued)**

- K-8 schools often report improved attendance and fewer behavior issues (than would otherwise occur) as the school takes on a “family” or “community” atmosphere with older children acting as helpers or mentors for younger children.
- K-8 schools in urban districts sometimes report stronger student scores on academic tests due to less student mobility/fewer transfers. For example, in recent years Boston has reported an annual student transfer rate of 9.5% in its K-8 schools, compared with 17% transfers in middle schools.

## **FIVE K-8 SCHOOLS (continued – 2)**

### Disadvantages:

- Over time, unintended differences have developed in the curriculum opportunities offered to students in the five K-8 schools (for example; opportunities to study a Foreign Language). In turn, these differences have created difficulties for instructional planning at the high school level, making it more difficult for students to academic success in some areas. The underlying cause is not so much the K-8 grouping, as it is a consequence of extending school-site-based decisions into the area of curriculum planning.



## **OPTION B: Four K-6 Schools; one Grade 7-8 School**

### Advantages:

Helps to quickly coordinate the Grade 7-8 curriculum in one school; “the way it use to be”

### Disadvantages:

Adds an extra transition (Gr. 6-7); families may have children in different schools; all elementary schools subject to re-districting ; a building with only two grades has a high probability (especially among early adolescents) of adding disciplinary issues, and may achieve less academic success (see Silverman, Crisis in the Classroom); present Grade 5-6 curriculum issues not addressed

## **OPTION C: Three K-5 Schools; two Grade 6-8 Schools (one small, one larger)**

### Advantages:

Helps to coordinate Grade 6-8 curriculum in two schools instead of five; better chance of success than with a single two-grade school

### Disadvantages:

Adds an extra transition (see disadvantages in Option B); families may have children in different schools; all elementary schools subject to re-districting; K-5 schools are likely to have substantial over-crowding due to inefficient use of space

# How long would it take to convert from the K-8 model to some different form of grade grouping?

- It takes a minimum of two full years to study, plan the details, and accomplish the changes. Thus even if Malden were to make a commitment quickly, the fall of 2015-16 would be the earliest that a smooth transition could be expected.
- Bristol, CT took almost five years to phase in the changes. “District Z” in this report is making changes over 3-5 years. “District X”, due to extreme financial pressure, had to make the change in just over 12 months and experienced difficulty (in the community, among families, in student confusion, and in some educational outcomes). Educational research documents the extensive time required for the planning of successful grade re-grouping (see Byrnes and Ruby 2007 re Philadelphia).

# PROGRAM CHANGES = DECREASED BUILDING CAPACITY

## ELEMENTARY:

## THEN (40-50 years ago)

## NOW

Classrooms	500-600 sq. ft.; desks in rows; no water	900+ sq. ft.; learning centers; in-class library; sink and drinking fountain in room (primary grade toilets)
Kindergarten	None, or half-day; in standard classroom	Full-day; 1,000+ sq. ft.; toilets, sink and drinking fountain, etc.; some preschool
Technology	None	<u>In classrooms</u> and Computer Lab
Science	In classroom	Separate Science Room
Art/Music	In classroom	Separate Art/Music Rooms; 1,200-1,500 sq. ft.; spec. equip.
Library	Depository for books	Books, computers, media major curriculum support; Library Science instruction

See Rothstein, *The Way We Were: The Myths and Realities of America's Student Achievement* (2003); Tanner and Lackney, *Educational Facilities Planning* (2005); Castaldi, *Educational Facilities 4<sup>th</sup> edition* (1993); Conrad, *Educational Programs and School Capacity* (1952 Ohio-State University doctoral dissertation)

**ELEMENTARY (cont'd):**    **THEN**

**NOW**

Special Education	Possibly separate classroom, few students in school	Included in some regular classes, plus many small instruction spaces; additional staff, assistive technology, wheelchairs; OT/PT requires gross motor equipment; parent conferences require space
Handicapped-Accessibility	Little or no accommodations were made	<u>All areas</u> of the school must be handicapped-accessible
Transportation	Some bused, but most children walked or rode bicycles to school	Most children ride buses or are driven to school
Security	Buildings unlocked; not a major concern	Schools are secured; outside phones for parent and emergency calls
Storage	Little needed	Schools use many educational materials; space required

**JUNIOR HIGH:** **THEN** (40-50 years ago)

**MIDDLE SCHOOL:** **NOW**

Junior High Departments; Students move <u>throughout building</u>	Middle School Teams, students <u>remain in home base wing</u> for most classes
500-600 sq. ft. classrooms	900-1,000 sq. ft. student projects; <u>In-class computers/library</u>
Science Labs in one area	Lab in each team area
SPED in separate room, few students	Included in regular classes, small instruction rooms; parent conferences required
Library a depository for books	Books plus computers and other media; major curriculum support; Library Science instruction

# Malden, MA Birth-to-Kindergarten Relationship

