

Standard I: Instructional Leadership:

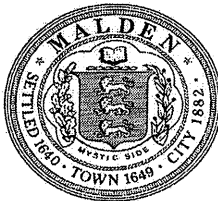
B. Instruction Indicator

1. Instructional Practices
3. Diverse Learner's Needs

E. Data-Informed Decision-Making

A. Evidence / Benchmarks: The following evidence will be used to evaluate the superintendent's progress

- a. Spring 2017 MCAS Results (results released November 2017)
- b. Monthly District-wide Instructional Focus Walks (IFWs) (September 2016 to May 2016)
- c. FY17 Leadership Retreat (August 2016)
- d. District Instructional Focus FY17 (August 2016)
- e. Principals' Professional Learning Community (every two weeks 2016-2017)
- f. District Instructional Leadership Team (DILT) (monthly 2016-2017)
- g. District Data Presentation



MALDEN PUBLIC SCHOOLS
77 Salem Street, Malden, MA 02148
Phone: 781-397-6100 Fax: 781-397-7276
www.maldenps.org

Dr. Charles A. Grandson IV, Ed.D.
Superintendent of Schools

Maura Johnson, M.Ed.
Carol Keenan, M.Ed.
Assistant Superintendents of Schools

MPS Administrative Yearly Meetings' Schedule FY17

I. District Instructional Leadership Team = DILT

Who: Superintendent, Assistant Superintendents, Principals, Assistant Principals, House Principals, Directors, and Managers.

Where: MHS Library

When: 4:00-6:00PM monthly on 9-7, 10-5, 11-2, 12-7, 1-4, 2-1, 3-1, 4-5, 5-3, 6-7.

II. Instructional Focus Walks Team = IFWT

Who: Superintendent, Assistant Superintendents, Principals, Directors, Managers, Union President, Mayor, and School Committee.

Where: Rotating Schools (see below)

When: 9:00-11:00 monthly on 9-14 at FW, 10-12 at FD, 11-9 at SW, 12-14 at Lind, 1-11 at Beebe, 2-8 at MHS, 3-8 at ELC, 4-12 at FW, 5-10 at FD.

III. Principals' Professional Learning Committee (PPLC)

Who: Superintendent, Assistant Superintendents, Principals.

Where: Superintendent's Office

When: 9:00-10:30 Bi-Monthly on 9-8, 9-29, 10-13, 10-27, 11-10, 12-8, 12-22, 1-12, 1-26, 2-9, 3-9, 3-23, 4-13, 5-11, 5-25, 6-8.



INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

Group #1

Dr. Charles Grandson

Mayor Christenson

Ms. Page

Ms. Vatalaro

Mr. Sepulveda

Ms. Escovitz

Ms. Elad

Noticed:

1. All three classrooms, almost all students engaged in lesson
2. Well-established routines for transitions, movement within room
3. Objectives posted

Wondered:

1. What does follow-up look like for struggling students?
2. What do higher-order thinking tasks/questions look like?
3. What do “Do-Nows” look like across the grades?

Recommendations for next step:

1. Teachers can share their higher-order thinking tasks/strategies
2. Teachers can share/collaborate on best practices for their grade level and subject area



INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

Group #2

Ms. Keenan

Mr. Drummey

Mr. Ciampa

Mr. Concannon

Ms. Magner

Ms. Hanifan

Noticed:

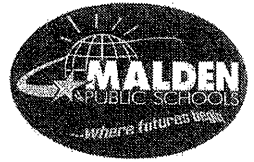
1. Established Literacy centers
2. Obj. posted and matched lessons
3. Students engaged in their task

Wondered:

1. Use of technology?
2. Why were students seated alone during work group

Recommendations for next step:

1. Multiple turn and talks
2. Grade Level teachers – learning
3. Walk for Literacy focus boards



INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

Group #3

Ms. Johnson

Mr. Teixeira

Ms. Gordon

Ms. Reynolds

Mr. Janowicz

Noticed:

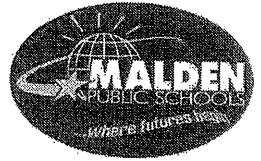
3. All classrooms had posted objectives, agendas, anchor charts
4. Students were discussing content with appropriate vocabulary
5. High level of student engagement
6. Speaking in complete sentences

Wonder:

1. Why were students separated?
2. Why were there lost teachable moments?
3. How students are grouped?
4. How is technology integrated?

Recommendations for next step:

1. Other teachers observe the co-teaching model (models/aspects of teaching)
2. Engage students with the objectives and essential questions
3. Keep up the HIGH level of student independence
4. Hopes and Dreams



INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

Group #4

Mr. Lombardi

Mr. Bransfield

Ms. Raymond

Mr. Conefrey

Ms. Bennett

Ms. Muir

Mr. Fitzpatrick

Noticed:

1. Objectives, essential questions, agendas, standards
2. Do Nows
3. 5 out of 10 classrooms used student groupings as a layout for furniture

Wonder:

1. Are students allowed/expected to explain their thought process?
2. Were small groups homogenous or heterogeneous
3. Wonder how much student discussion and engagement in all classrooms regardless of grade level and subject

Recommendations for next step:

1. More peer to peer talks
2. Students responding using complete sentences in all grades and subjects



INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16

INSTRUCTIONAL FOCUS WALK – FERRYWAY SCHOOL 9/14/16 Process Debrief

PLUS	DELTA
Similarities across buildings	Limited focus
Exercise/calibrate	Would be nice to see different levels
What is the district vision for students	Smaller groups
Coaches being involved	
Learn from colleagues	
Seeing other grade levels	
Including Unit A	
Open door teacher Feedback – celebrate teachers give feedback	



Malden Public Schools

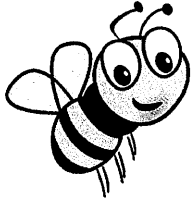
Early Learning Center
257 Mountain Ave.
Malden, MA 02148

Rebecca A. Gordon, M.Ed., C.A.G.S.
Principal

Early Learning Center Instructional Focus Walk Wednesday, March 8, 2017

ELC's Core Values

The ELC is the Best Place to BEE!



- Be Safe.
- Be a Friend.

9:00 a.m. -9:15 a.m. ELC Best Practices and PBIS work in the library
9:15 a.m. – 10:00 a.m. Instructional Focus Walkthroughs

Group A	Group B	Group C	Group D	Group E
Dr. Grandson	Ms. Keenan*	Ms. Johnson*	Ms. Boudreau *	Ms. Hanifan*
Mayor Christenson	Ms. Escovitz	Ms. Raymond	Mr. Bransfield	Mr. Ciampa
Ms. Page	Mr. Conefrey	Mr. Lombardi	Ms. Dick	Mr. Sepulveda
Mr. Drummey	Mr. Texeira	Mr. Concannon	Ms. Whittington	Ms. Beardsley
Ms. Gordon*	Ms. Wagner	Ms. Muir	Dr. Vatalaro	Ms. Reynolds
Ms. Huynh	Mr. Janowicz			

*Designates the person that will lead the team through the building.

Group A will visit rooms 124, 141, 136, 145, 222A

Group B will visit rooms 148, 130, 139, 215

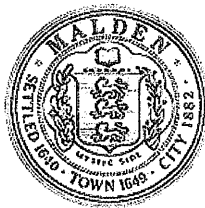
Group C will visit rooms 209, 221, 149, 211

Group D will visit rooms 219, 222B, 202, 147, 213

Group E will visit rooms 128, 132, 142, 217

Groups will visit ILP, half day integrated, full day and regular education classroom.

10:00 a.m.- 10:45 a.m.= Return to the Library to debrief Instructional Focus Walks, analyze the data, and report out trends



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77 Salem St., Room H104, Malden, MA 02148 Tel. 781-397-6100 Fax: 781-397-7276 www.maldenps.org

AGENDA

Instructional Focus Walks Overview

September 8, 2016

11:00 a.m.

Attendees:

Dr. Charles Grandson

Carol Keenan

Bonnie Page

CAV
CK
BP

1. Instructional Focus Walks

2. Other

Jim Sachs
MTA

w- 617-878-8308

C- 617-293-2980



Notice

Wonders

- I can stay on space allocated
w/ visual

- Centered
instructions
Very well

Notice

Wonders

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NOTICE

- ① Evidence of student work posted every classroom.
- ② 3/4 saw evidence of I CAN statements posted & used by teachers
- ③ High levels engagement in all rooms
- ④ Lots of visuals for language with illustrations.
- ⑤ 3/4 observed hands on activities including in 1 IEP room (1 class at snack) (Group read)
- ⑥ All over positive attitude.
- ⑦ Evidence of science & health literacy - vocabulary
- ⑧ evidence of high-level thinking & questioning
- ⑨ Centers in 3/4
- ⑩ positive behavior supports

WONDERS

- ① do students use "I can" (teachers do)
- ② How are students selected to demonstrate what they know.
- ③ What is expectation for posted objectives in classroom
- ④ some rooms seem overwhelmed (objects & visuals) ? Why
- ⑤ AM/PM? All day students how set up classes

NEXT Steps

- ① consistency in classroom regarding use "I can" statements
- ② Continue to maintain & sustain gains made PBS
- ③ Continue Cross Curricular connections.

NOTICE

PATIENT STAFF

I CAN STATE

POSITIVE REACTION

REWARD SYSTEM

DATA COLLECTION

CENTRALIZED

RECORDS

SYSTEM

WONDERINGS

WHY WITH THE NOTES

COLLECTING

THE SYSTEM TO WHY

REWARDS ARE OFFERED

ED OF INTERESTING

DOES COME FROM?

THE THINKERS

WONDERING

NOTICING...

"I Can" statements in 2/4 classes seen,
High level of engagement
Objectives posted at tables 2/4 classes
Calming music in ILP class,
Positive environment - connecting family
with school (pictures)

WONDERING...

(Integrated class)... how are activities scaffolded
to be more interactive? ^{gradual release}
counting to 10
Saw lots of data being collected... next steps?

NEXT STEPS...

Peer observations ELC → Kind and Kind → EL

Instructional Focus Walks Team (IFWT)

Salemwood School – November 9, 2016

I See

Posted Objectives 2/4 classes had language objectives

Differentiation in engagement strategies

2/4 Classrooms had critical thinking questions

Next Step:

Additional training for paraprofessionals for a true collaboration

Into the classroom

Well established centers

Focus Walls

Differentiated higher-order tasks

All student on task/excited about learning

Strategic Grouping

Comfortable with taking academic risks

Evidence of teacher collaboration strong consistency

High expectations for student and teachers

Routines in place ensures maximum time on task

Timer used 5 second transition

I Wonder

How re the objectives used to increase student engagement and check for understanding

How do you mention the quality of each task to ensure all students are engaged and learning through scaffolding

How do you incorporate developmentally appropriate complexity

Allow time for peer visits to encourage professional sharing

During grade level team meetings, engage in task quality review to examine hots and rigor within tasks.

How did this team develop such a cohesive team?

Next Steps:

Video tape and share out

Find ways to replicate this model

Peer visit of entire team

Differentiated Objectives

Asset based perspective

I See

Objectives posted

Technology use

Essential questions posted

Next Steps ...

Training needed on how to write objectivities activities

Training needed for expletory teachers on best practices e.g. visuals center, stations, student engagement.

I See

2/4 Classes-high students participation

3/4 strong student/teacher relationship

2/4 classes was review lesson with "fun" activity

Next Steps:

How can we get teachers to release responsibility to student and allow them to talk more? (Engage more with each other)

How can we get middle school teachers to see and understand value of center work?

I Wonder

Do students have the opportunity to use technology?

How are language objectives incorporated into the classroom (SEI) ?

Do students every work in small groups?

I Wonder

Could the teachers have had the students explain their answers?

Why was it so teacher centered (teacher talk)

How was the teacher engaging students?

I See

Engaging use of technology

Students on task

Clear student friendly objectives

Essential questions

Application of “Hots”

Content vocabulary

Word Walls

Formative assessments (multiple types)

Next Steps...

More differentiated instruction/tasks

Incorporate use of language objectives

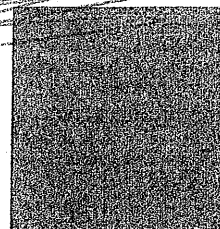
I Wonder

How individual needs of students are addressed?

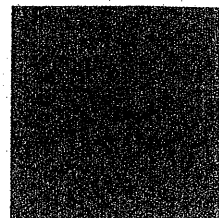
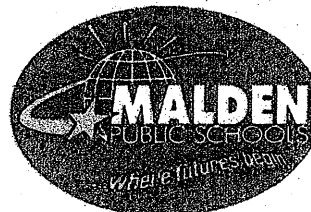
How language objectives are addressed?

Twice = Bring Laptops + Pre-Church form

Summer Leadership Institute August 15, 2016



DAY ONE



Agenda

Assessment Learning

Objective(s): Leaders will develop team norms, develop MPS's Instructional Model, and co-construct our vision and goals AY 2016-17.

Products(s): Team Norms | Instructional Model | Vision and Goals: AY 2016-17

- I. Introductions/ Overview 8:30-8:50
- II. Relationship Before Task: Setting the Foundation 8:50-9:50
 - a. Hopes and Fears
 - b. Compass Points 2.0
 - c. Team Norms

BREAK 9:50-10:00

- III. Our Vision/ Goals for Malden Public Schools 10:00-12:30
 - a. Our Ideal Graduate
 - b. MPS 3-Year Plan/ School Improvement Plans (SIPS)
 - c. Goals for MPS 2016-2017

LUNCH (working) 12:30-1:00

- IV. Elements of Instructional Leadership 1:00-3:00
 - a. Instructional Core/ Block/ Focus
 - b. Instructional Rounds in Education
 - c. MPS Instructional Model

- V. Debrief/ Evaluation/ Next Steps 3:00-3:30

High

- ① 3 Goals
- ② Lesson Comp.

Higher order Thz Qs T, Rigs Relevance Relationships The Task predict performance

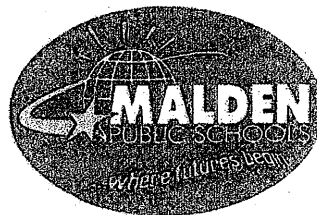
Pick Rigs Relevant

See model

(3)

(2)

Summer Leadership Institute August 16, 2016



**DAY
TWO**

Agenda

Objective(s): Leaders will decide on high leverage teacher evaluation rubric indicators, and review resources and tools to support the instructional model, including: curriculum & assessment, technology, and 504 legal compliance.

Products(s): Evaluation Guidance | Preliminary Technology Plan

I. Activator: Teaching and Learning = def 8 rigor 8:30-8:45

II. MPS Evaluation Model 8:45-10:15

a. High Leverage Indicators of Effective Teaching

b. Teach Point = 9:15-9:45

c. Primary/ Secondary Evaluators

BREAK

10:30

10:15-

III. Curriculum & Assessment: 5 District Partnership

10:30-

11:30

→ a. Dr. Cove Davis

IV. Google ChromeBook Initiative: Grades 7 & 8

11:30-12X

→ 12:30

+ Admin PD

LUNCH (working)

12:30-1:00

V. 504 Compliance

1:00-2:30

a. Attorney = Toni Faye

BREAK

= Len Ldr ship

2:30-2:45

VI. Debrief/ Evaluation/ Next Steps

2:45-3:30

① Day 3 Agenda

~~e-mail~~
~~Unia~~
~~10/24~~
~~2~~

~~PP into~~
~~just in~~
~~PP~~
~~PP~~
~~PP~~

Opening of school into
the meet
CW's list
Din Visual

⑥ Leadership Date
for year

+ bring color
copies
e-mail
for 1 mon
for 1 mon

③

Remind dir
to include
grants +
partners
their
on issues

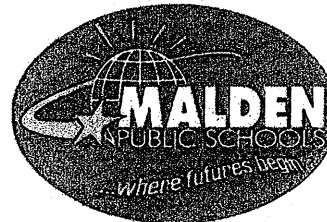
② Need to
send out
e-mail
for
Faculty
Aug. 29
Convocation

⑤ Highton update

④

STEM Dir →
interim
+
Waiver

Summer Leadership Institute August 17, 2016



**DAY
Three**

Agenda

Objective(s): Leaders will discuss the "Opening of Schools" and leave with the necessary information and documents to begin the school year.

Products(s): MPS Yearly Administrative Meetings Schedule FY17 | MPS Professional Development Ribas Contract FY17 | PDPs and Salary Credits

- I. Directors present their dept. visual summaries 8:30-9:00
- II. Principals report out on status of master schedules in X2 9:00-9:30
and students' schedules in X2
- III. What have principals and/or directors already booked 9:30-10:00
for our 3 PD Days: 9-16, 11-8, 1-27? What is our district's
plan/goal/vision for these 3 PD Days?
- IV. Opening of Schools 10:00-11:30
 - A.) List of Building Needs (Eric Rubin)
 - B.) 8 Late Entries and 5 Early Releases = Building-Based PD (agendas sent to CK)
 - C.) K-8 and MHS Student Handbooks (staff also get one and student confirmations)
 - D.) School and Director Websites (updated at all times)
 - E.) Civil Rights Staff Handbook and Confirmations
 - F.) Accurate School E-Mail Groups
 - G.) Accurate School TeachPoint Groups

- H.) Staff Left to Hire in Each School
- I.) Mentor Assignments (must be PTS and Proficient on Eval.)
- J.) Evaluation Assignments (rotating primaries)
- K.) MPS' Contract with Ribas
- L.) PDPs vs. Salary Credits Clarification
- M.) K-9 and 9-12 Quarterly Dates in X2
- N.) Coaches, Teacher Leaders, Curriculum Leaders, Eval. Leaders
- O.) State Testing Schedule FY17: MCAS 2.0 and ACCESS
- P.) Mike Schiavo's New Role =District Data and Assessment Manager (no longer Tech)
- Q.) Khanh Du/Michele Magner's Partnership (Anthony Rodriguez)
- R.) Student Teachers and Interns in MPS
- S.) Shelter-In-Place Drills, Lockdown Drills, and Fire Drills
- T.) MCAS and PARCC Scores (out to staff asap once data is not embargoed)
- U.) Performance Matters vs. Mastery Connect (its role with 5DP)
- V.) Toni Mertz = Custodians, MP Cleaning, and Food Services
- W.) Connect-Ed (message out soon)
- X.) Crisis Go – Status?
- Y.) Oct. 1 = Outlook End Date and we go full Google (notify staff)
- Z.) MPS Administrative Yearly Meetings' Schedule
- AA.) For Aug. 30, Aug. 31, Sept. 1 from 7:30-10:30AM:
 - * Raymond assigned to Ferryway
 - * Conefrey assigned to MHS
 - * Teixeira assigned to Beebe
 - * Dailey assigned to Linden
 - * Magner assigned to Forestdale
 - * Reynolds assigned to Salemwood
 - * STEM TBA assigned to ELC

V. Business Manager Toni Mertz

11:30-12:00

- A.) Free and Reduced Lunch Applications
- B.) Baystate Interpreters
- C.) Purchase Requisitions
- D.) Other

VI. Wrap-Up

12:00-12:30

District-wide Focus

2016-2017



GOALS

Leaders will create the conditions to support/coach teachers in coaching students to reach academic and social/emotional goals, thereby creating communities of practice focused on academic achievement.

Leaders will support students and teachers in communicating and collaborating using online digital tools to foster inquiry-based learning, reflective practices, active participation, and meaningful feedback.

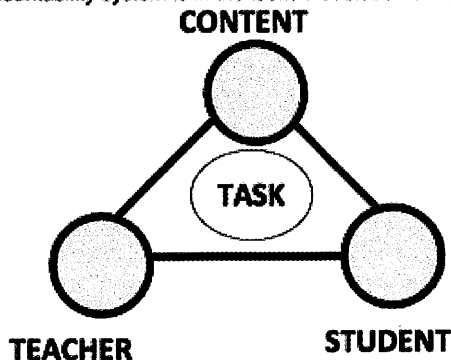
Leaders will provide the necessary support to empower teachers to provide feedback to students on their strengths and growth areas using a variety of methods to allow students to see growth in every subject.

MPS Common Teaching and Learning Best Practices

- Essential Question(s) posted and referenced throughout the unit
- Daily learning and language objectives posted and referenced throughout the lesson
- Daily agenda posted and reviewed throughout the lesson
- Do Now (5 min. max)
- Whole Group Instruction (with high-order thinking/ questioning and note taking/reflection = 1/3 of class time)
- Peer-to-Peer Interaction (with high-order task(s) = 1/3 of class time)
- Independent Work (differentiated for students = 1/3 of class time)
- Wrap-Up/Ticket To Leave (3 min. max)

Focus on the Instructional Core

The real accountability system is in the tasks that students are asked to do.



*

*Source: Transforming Public Schools, UCLA Center X, (<https://cxwork.gseis.ucla.edu/pli/15/to/je/fieldwork-portfolio/pages/instructional-rounds>), September 1, 2016.

**Source: ESE Part III Appendix C Teacher Rubric, (http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf), September 7, 2016.



Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge	A. Engagement Indicator 1. Parent/Family Engagement B. Collaboration Indicator 1. Learning Expectations 2. Curriculum Support C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting B. Professional Growth Indicator 1. Professional Learning and Growth C. Collaboration Indicator 1. Professional Collaboration D. Decision-Making Indicator 1. Decision-making E. Shared Responsibility Indicator 1. Shared Responsibility F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

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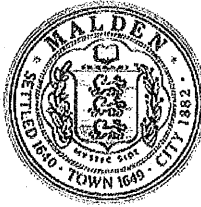
Focus Indicators 2016-2017

Well-Structured Lessons (IA4)
 Adjustments to Practice (IB2)
 Student Engagement (IIA2)
 Meeting Diverse Needs (IIA3)
 Collaborative Learning Environment (IIB2)
 Clear Expectations (IID1)

Note: Although the above are our focus indicators, it's important to implement all indicators.

*Source: Transforming Public Schools, UCLA Center X, (<https://cxwork.gseis.ucla.edu/pli/15/to/je/fieldwork-portfolio/pages/instructional-rounds>), September 1, 2016.

**Source: ESE Part III Appendix C Teacher Rubric, (http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf), September 7, 2016.



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Principal's Professional Learning Community

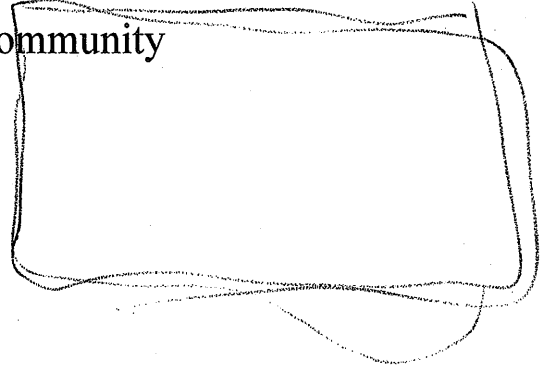
October 20, 2016

9:00 AM

Attendees:

Dr. Charles Grandson
Ms. Carol Keenan
Ms. Maura Johnson
Mr. Rich Bransfield
Mr. Mike Ciampa
Mr. Don Concannon
Ms. Rebecca Gordon
Mr. Ted Lombardi
Mr. Abdel Sepulveda
Dr. Susan Vatalaro
Dr. Irwin Blummer

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Item Analysis for PARCC

- ✓ 1. Student Achievement Data Presentations
- ✓ 2. Update: Principal Evaluation – Rubric
- ✓ 3. Malden High School Data Presentation (T.L.)
4. Student PARCC score reports (C.K.)
5. District Comprehensive Review (C.K.)
6. NEMNET: recruiting and retaining a diverse staff
7. PPLC Meeting Norms
8. Other

Teachers conferencing with students

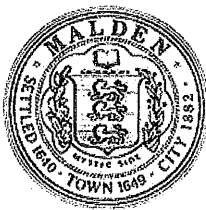
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cousin

Abdel

Mike - time
Abdel - photos

- Toni
- Ellie -





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Principal's Professional Learning Community (PPLC)

March 13, 2017

4:00 - 5:30 PM

Attendees:

Dr. Charles Grandson
Ms. Carol Keenan
Ms. Maura Johnson
Mr. Ted Lombardi
Dr. Susan Vatalaro
Mr. Abdel Sepulveda
Mr. Richard Bransfield
Mr. Donald Concannon
Mr. Michael Ciampa
Ms. Rebecca Gordon

[Handwritten signatures and initials on lined paper]

1) Shirley Copey on everything
under personal
2) Events / Etiquettes

Agenda:

No.	Items	Presenter	Status/Follow-Up	Time (Mins)
1.	✓ Recess and PE: cannot be taken away or threatened to be taken away. How did you inform teachers of this? SEL: Open Circle and Restorative Justice	Team		10
2.	✓ MPS Placemat: How did you roll this out in your school? What was your message to staff?	Team	CLC - 3 week SW - ✓ MHS - ✓ FW - ✓ Berk - ✓ FD - ✓	5
3.	✓ Hall Rentals Schedule: MUST include Dances, Report Card Conf. Nights, Bunker Hill, AlphaBest, night meetings, etc.	Team	✓	10
4.	Read-180 and Math-180: Feedback from teachers reviewing these programs?	Principals	Scheduling - CK	10





CITY OF MALDEN, MASSACHUSETTS

THE PUBLIC SCHOOLS

Charles A. Grandson IV, Ed.D.
Superintendent of Schools

77 Salem St., Room H104, Malden, MA 02148 Tel. 781-397-6100 Fax: 781-397-7276 www.maldenps.org

DILT Meeting
Feb. 1, 2017
4:00 PM – 6:00 PM

Attendees:

Superintendent, Assistant Superintendents, Principals, Assistant Principals, House Principals, Directors/Managers, and Program Managers.

Facilitators and Notetakers = Salemwood Admin. Team

Agenda:

No.	Items	Presenter	Status/Follow-Up	Time (Mins)
1.	Update on Superintendents' Entry Plan	CG		30
2.	Next Generation ESL Project	PT		20
3.	Weekly Homeless List – New & WDNs	CK		5
4.	District and Schools' Fall Survey Data	SW Team		30
5.	SEI Teacher Endorsements and SEI Admin Endorsements	CK		15
6.	Eval "pic" for Admins	CK		5
7.	Grant Pre-Approval Form	CG & CK		5
8.	MPS Hiring Checklist	CK		5
9.	Wrap-Up	CG		5



**** All principals/Directors should be prepared to present school data via the template that was provided. All data should be on a zip drive for ease of transition.**

**** Food will be available!**

Announcement

Frequency
Needs & Goals
1) What are the interventions?
2) Targets
3) Strategy
4) Interventions

Forestdale

- Grades 7-8 some
- teacher - concerns
- More support -
- Magic of 6th grade
- Visit other schools

Linden

- Open Response - ELA
- Subgroups
- Areas for Improvement
- How do we know if the interventions address gaps?

Suburwood

- Grade 4 - middle school
- Peer visitation
- Groups of students

Boode

- Strategy extra credit
- Why math jump?
- How many students do you need to move
- Successes (why)
- Writing focus

MHS

- Groups of students
- Writing with Colors
- Math - reworking curriculum

ELL

Terrymore

- Reasons for decrease?
- SGP & CPI
- Strategy focus on SPED



6-12th grade

ELA - CPI target

STEM
Math improvement

- STEM
- Math Center
- HS overall

evidence-based PCR
3-5 ELA
Writing focus

District Instructional Leadership Team (DILT)

(Agenda)

Date: Wed., November 2, 2016
Time: 4:00PM – 6:00PM
Location: High School Library



Meeting Objective:

We will determine DILT meeting norms and have a template for presenting PARCC/MCAS data. We also participate in McKinney Vento and evaluator evaluation PD.

Type of meeting: Instructional Leadership – District-wide

Facilitator: Principal Rebecca Gordon

Note taker: TBD:

Timekeeper: Monique Boudreau

Attendees: Superintendent Dr. Charles Grandson, Assistant Superintendents Carol Keenan and Maura Johnson, All Principals, Assistant Principals, House Principals, Program Managers, and Directors/Managers

Absent: N/A

Agenda

Topic	Lead	Time	Expected Outcome
DILT Meeting Norms	Gordon/Boudreau	40 mins	Vetted list of meeting norms
PARCC/MCAS Presentation	Gordon/Lombardi	40 mins	Principals and Directors will use template to present their school/district data.
Homeless Data	Keenan	20 mins	Participate in McKinney Vento PD
Administrator Evals	Keenan	10 mins	Google Drive by Nov. 15
Select next DILT Facilitator	Boudreau	2 mins	Shared Leadership
Superintendent's Update	Grandson	8 mins	Communication

Additional Information

Special notes:

***Next DILT Data Presenters:** (Each presentation should be no longer than 10 mins.)

All K-8 and High School Principals (school-based PARCC/MCAS)

Janice (district ELA gr 3-5)

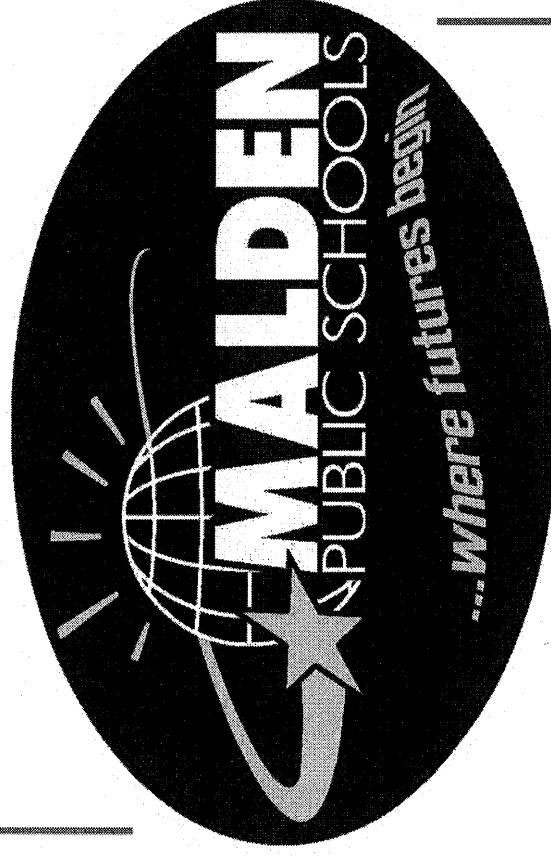
Abby (district ELA gr 6-12)

Shereen (district Math 3-12 and district science gr 5, 8, and HS)

Paul (district ELL subgroup)



Malden Public Schools

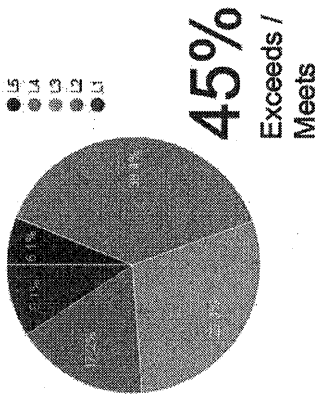
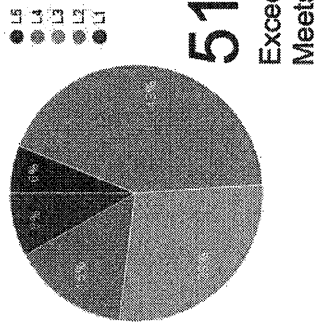


Dr. Charles Grandson, *Superintendent*
November 7th, 2016

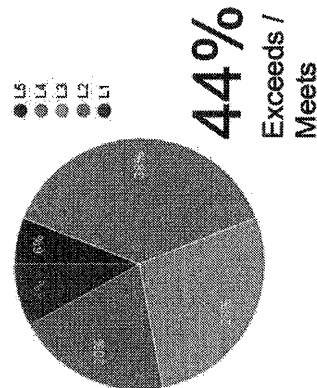
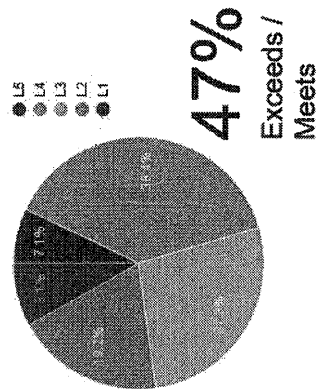
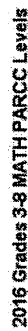
District & School Assessment and Accountability Data



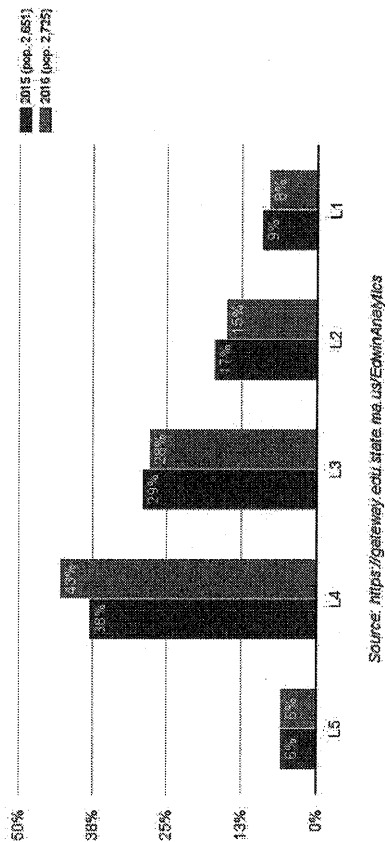
2016 Grades 3-8 ELA PARCC Levels



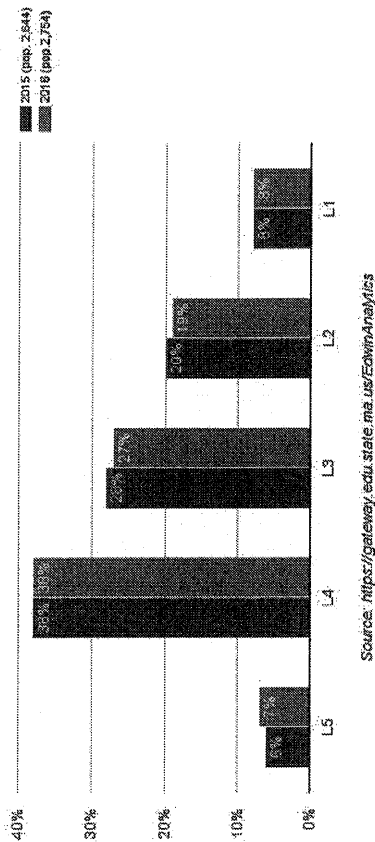
MATH



2015 & 2016 - ELA Grades 3-8 (District Data)



2015 & 2016 - MATH Grades 3-8 (District Data) Students Included 2,754

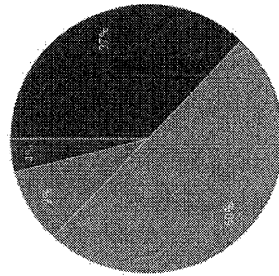




MHS Grade 10 ELA - MCAS Achievement Data

2016 - ELA

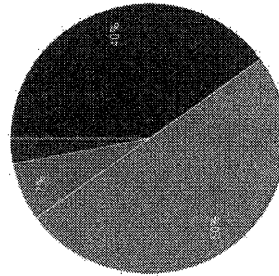
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



87%
Advanced &
Proficient

2015 - ELA

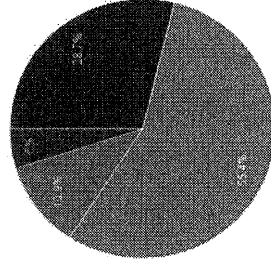
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



90%
Advanced &
Proficient

2014 - ELA

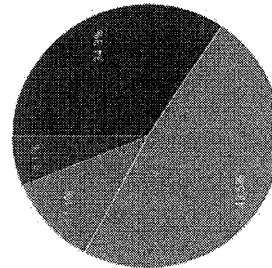
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



86%
Advanced &
Proficient

2013 - ELA

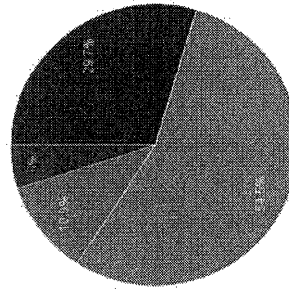
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



84%
Advanced &
Proficient

2012 - ELA

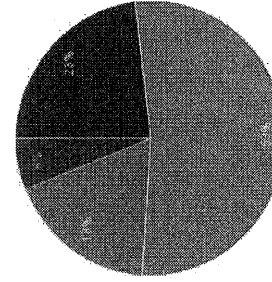
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



85%
Advanced &
Proficient

2011 - ELA

- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



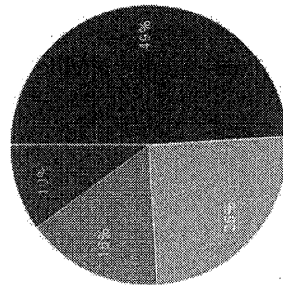
76%
Advanced &
Proficient



MHS Grade 10 MATH - MCAS Achievement Data

2016 - Math

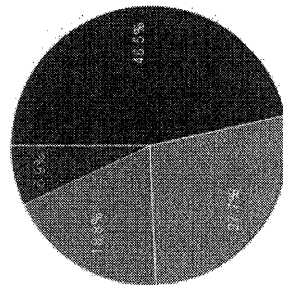
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



74%
Advanced & Proficient

2015 - Math

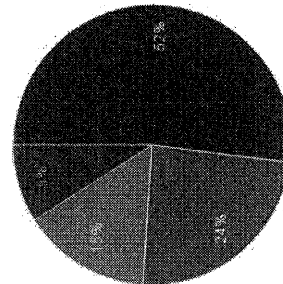
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



75%
Advanced & Proficient

2014 - Math

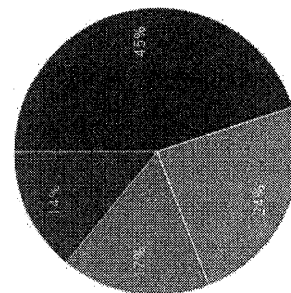
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



76%
Advanced & Proficient

2013 - Math

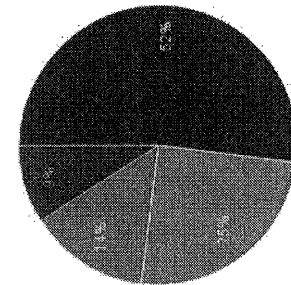
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



69%
Advanced & Proficient

2012 - Math

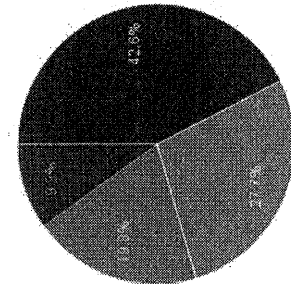
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



77%
Advanced & Proficient

2011 - Math

- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



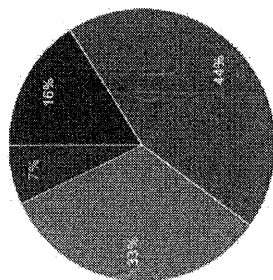
71%
Advanced & Proficient



MHS Grade 10 SCIENCE- MCAS Achievement Data

2016 - Science

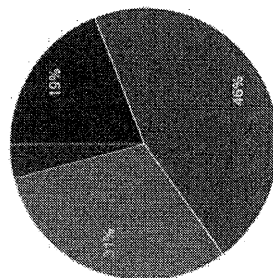
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



60%
Advanced & Proficient

2015 - Science

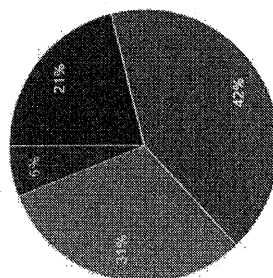
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



65%
Advanced & Proficient

2014 - Science

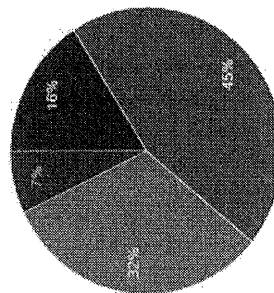
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



63%
Advanced & Proficient

2013 - Science

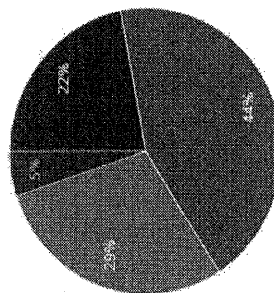
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



61%
Advanced & Proficient

2012 - Science

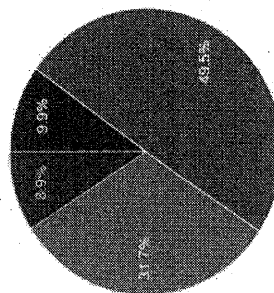
- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



66%
Advanced & Proficient

2011 - Science

- % Advanced
- % Proficient
- % Needs Improvement
- % Warning/Failing



60%
Advanced & Proficient

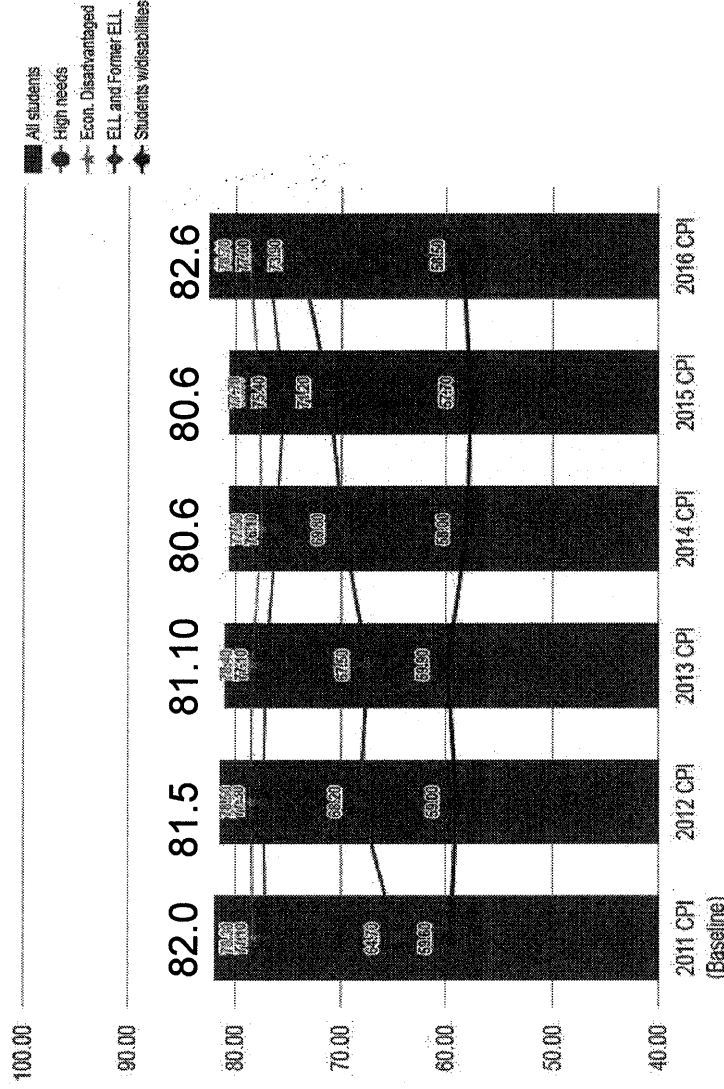


District Wide CPI for ELA, by Sub Group

The CPI is a measure of the **extent to which all students are progressing toward proficiency.**

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests **based on their achievement.**

English Language Arts Proficiency Gap Narrowing (Min: 40 | Max: 100)



<http://profiles.doe.mass.edu/accountability>

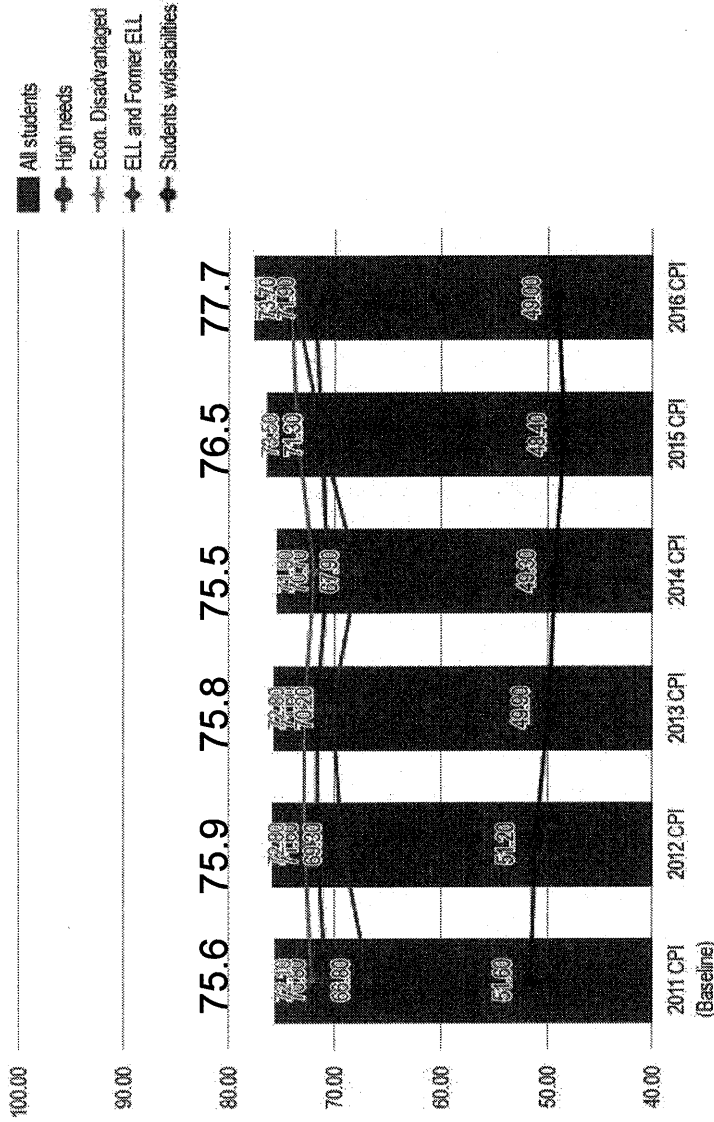


District Wide CPI for MATH, by Sub Group

The CPI is a measure of the extent to which all students are progressing toward proficiency.

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based on their achievement.

Mathematics Proficiency Gap Narrowing (Min: 40 | Max: 100)



<http://profiles.doe.mass.edu/accountability>

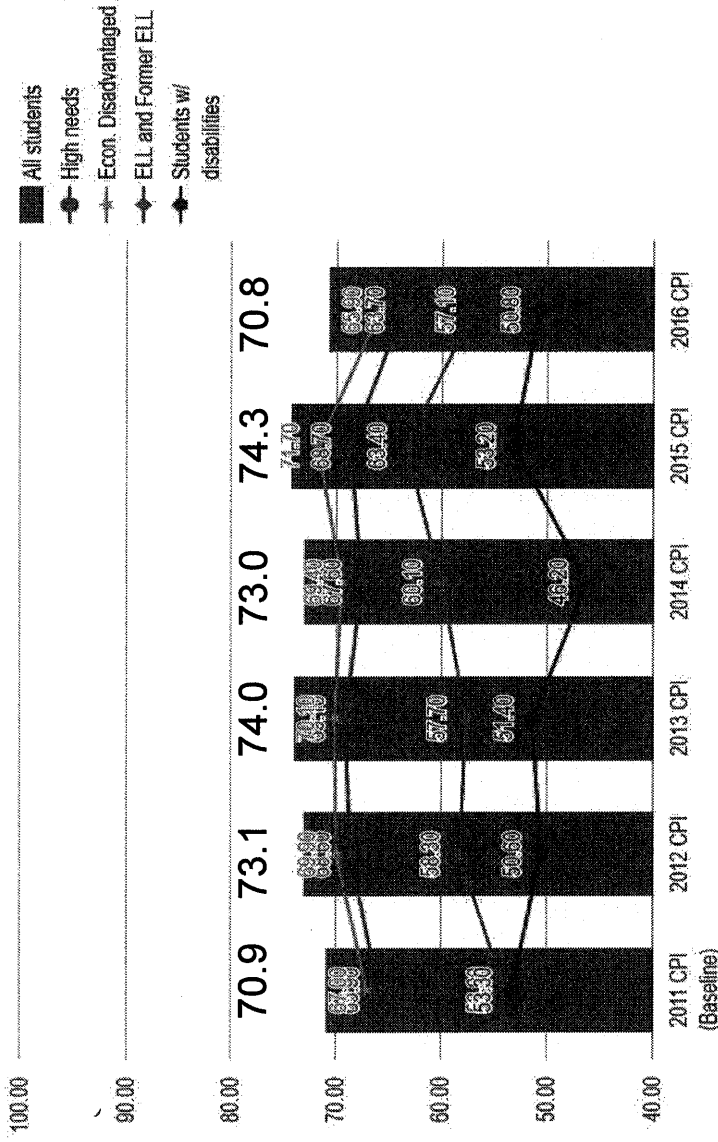


District Wide CPI for SCIENCE, by Sub Group

The CPI is a measure of the extent to which all students are progressing toward proficiency.

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based on their achievement.

Science Proficiency Gap Narrowing (Min: 40 | Max: 100)



<http://profiles.doe.mass.edu/accountability>



District-wide Accountability Data

2016 Accountability Data - Malden

District Information	
District:	Malden (016500000)
Region:	Greater Boston
Title I Status:	Yes

About the Data

Accountability Information	
Accountability and Assistance Level	

Level 3 One or more schools in the district classified into Level 3

This district's determination of need for special education technical assistance or intervention
Needs Technical Assistance (NTA)

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target - 75 or higher		More progress		View Detailed 2016 Data	
	Less progress					
All students					57	Did Not Meet Target
High needs					54	Did Not Meet Target

Econ. Disadvantaged						
ELL and Former ELL					70	Did Not Meet Target
Students with disabilities					49	Did Not Meet Target
Amer. Ind. or Alaska Nat.						
Asian					75	Met Target
Atl. Amer./Black					56	Did Not Meet Target
Hispanic/Latino					62	Did Not Meet Target
Multi-race Non-Hisp./Lat.					52	Did Not Meet Target
Nat. Haw. or Pacif. Is.						
White					59	Did Not Meet Target

School Accountability Information			About the Data	
School	School Type	Title I Status	Accountability and Assistance Level	
Beebe	Elementary-Middle School	Title I School (SW)	Level 2	Level 2
Ferryway	Elementary-Middle School	Title I School (SW)	Level 2	Level 2
Forestraße	Elementary-Middle School	Title I School (SW)	Level 2	Level 2
Linden	Elementary-Middle School	Title I School (SW)	Level 2	Level 2
Salemwood	Elementary-Middle School	Title I School (SW)	Level 2	Level 2
Malden High	High School	Non-Title I School (NT)	Level 3	Level 3
Malden Early Learning Center	Early Elementary School	Non-Title I School (NT)	Insufficient data	Insufficient data



Beebe - School Accountability Data

2016 Accountability Data - Beebe

Organization Information			
District:	Malden (01650000)	School type:	Elementary-Middle School
School:	Beebe (01650003)	Grades served:	K,01,02,03,04,05,06,07,08
Region:	Greater Boston	Title I status:	Title I School (SW)

Accountability Information		About the Data	
Accountability and Assistance Level			
Level 2	Not meeting gap narrowing goals		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:	<div><div></div><div>61</div></div>	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher		View Detailed 2016 Data
	Less progress	More progress	
All students	<div> <div></div> <div>76</div> </div>	Met Target	
High needs	<div> <div></div> <div>69</div> </div>	Did Not Meet Target	
Econ. Disadvantaged	<div> <div></div> <div>79</div> </div>	Met Target	
ELL and Former ELL	<div> <div></div> <div>47</div> </div>	Did Not Meet Target	
Students w/disabilities	<div> <div></div> <div>77</div> </div>	Met Target	
Amer. Ind. or Alaska Nat.	<div> <div></div> <div>65</div> </div>	Did Not Meet Target	
Asian	<div> <div></div> <div>54</div> </div>	Did Not Meet Target	
Afr. Amer./Black	<div> <div></div> <div>70</div> </div>	Did Not Meet Target	
Hispanic/Latino	<div> <div></div> <div>70</div> </div>	Did Not Meet Target	
Multi-race, Non-Hisp./Lat.	<div> <div></div> <div>70</div> </div>	Did Not Meet Target	
Nat. Haw. or Pacif. Isl.	<div> <div></div> <div>70</div> </div>	Did Not Meet Target	
White	<div> <div></div> <div>70</div> </div>	Did Not Meet Target	



Ferryway - School Accountability Data

2016 Accountability Data - Ferryway

Organization Information			
District:	Malden (01650000)	School type:	Elementary-Middle School
School:	Ferryway (01650013)	Grades served:	K,01,02,03,04,05,06,07,08
Region:	Greater Boston	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	<div> <div></div> <div>52</div> </div>	
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	Less progress	On Target = 75 or higher	More progress
All students			79 Met Target
High needs			72 Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL			100 Met Target
Students w/disabilities			49 Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			79 Met Target
Afr. Amer./Black			81 Met Target
Hispanic/Latino			79 Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			81 Met Target

[View Detailed 2016 Data](#)



Organization Information			
District:	Malden (01650000)	School type:	Elementary-Middle School
School:	Forestrale (01650027)	Grades served:	K,01,02,03,04,05,06,07,08
Region:	Greater Boston	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap-narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	<div style="width: 42%;"></div> Lowest performing Highest performing	42

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target – 75 or higher		More progress	
	Less progress			
All students	<div><div></div></div>	60	Did Not Meet Target	
High needs	<div><div></div></div>	55	Did Not Meet Target	
Econ. Disadvantaged	<div><div></div></div>		-	
ELL and Former ELL	<div><div></div></div>		-	
Students w/disabilities	<div><div></div></div>	53	Did Not Meet Target	
Amer. Ind. or Alaska Nat.	<div><div></div></div>			
Asian	<div><div></div></div>	68	Did Not Meet Target	
Afr. Amer./Black	<div><div></div></div>	63	Did Not Meet Target	
Hispanic/Latino	<div><div></div></div>	62	Did Not Meet Target	
Multi-race, Non-Hisp./Lat.	<div><div></div></div>		-	
Nat. Haw. or Pacif. Isl.	<div><div></div></div>		-	
White	<div><div></div></div>	57	Did Not Meet Target	



Linden S.T.E.A.M. Academy Accountability Data

2016 Accountability Data - Linden

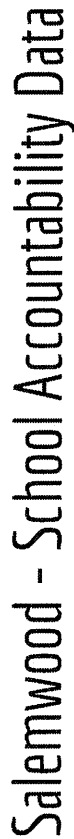
Organization Information			
District:	Malden (01650000)	School type:	Elementary-Middle School
School:	Linden (01650047)	Grades served:	K,01,02,03,04,05,06,07,08
Region:	Greater Boston	Title I status:	Title I School (SW)

Accountability Information	
Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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[About the Data](#)

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)		View Detailed 2016 Data	
		On Target = 75 or higher	More progress
		Less progress	
All students			
High needs			
Econ. Disadvantaged			
ELL and Former ELL			
Students w/disabilities			
Amer. Ind. or Alaska Nat.			
Asian			
Afr. Amer./Black			
Hispanic/Latino			
Multi-race, Non-Hisp./Lat.			
Nat. Haw. or Pacif. Isl.			
White			

All students		65	Did Not Meet Target
High needs		59	Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		68	Did Not Meet Target
Students w/disabilities		62	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian		96	Met Target
Afr. Amer./Black		72	Did Not Meet Target
Hispanic/Latino		64	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		69	Did Not Meet Target



2016 Accountability Data - Salemwood

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type: (School percentiles: 1-99)		
All students:	<div style="width: 46%;"></div> Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher		More progress	
	Less progress			
All students	<div><div></div></div>	62	Did Not Meet Target	
High needs	<div><div></div></div>	64	Did Not Meet Target	
Econ. Disadvantaged	<div><div></div></div>		-	
ELL and Former ELL	<div><div></div></div>	81	Met Target	
Students w/disabilities	<div><div></div></div>	51	Did Not Meet Target	
Amer. Ind. or Alaska Nat.	<div><div></div></div>		-	
Asian	<div><div></div></div>	89	Met Target	
Afr. Amer./Black	<div><div></div></div>	61	Did Not Meet Target	
Hispanic/Latino	<div><div></div></div>	65	Did Not Meet Target	
Multi-race, Non-Hisp./Lat.	<div><div></div></div>		-	
Nat. Haw. or Pacif. Isl.	<div><div></div></div>		-	
White	<div><div></div></div>	65	Did Not Meet Target	



Malden High School - Accountability Data

2016 Accountability Data - Malden High

Organization Information			
District:	Malden (01650000)	School type:	High School
School:	Malden High (01650505)	Grades served:	09, 10, 11, 12
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		

Level 3

Among lowest performing 20% of schools
Persistently low graduation rate for one or more groups
Focus on Students with disabilities
Low assessment participation (Less than 95%)
Focus on Students with disabilities

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher		View Detailed 2016 Data
	Less progress	More progress	
All students			79 Met Target 67 Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL			78 Met Target
Students with disabilities			73 Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			91 Met Target
Afr. Amer./Black			64 Did Not Meet Target
Hispanic/Latino			66 Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pac. Isl.			-
White			65 Did Not Meet Target



Next Steps

School and District Leaders analyze school specific and student specific data to determine intervention areas.





Grandson, Dr. Charles <cgrandson@maldenps.org>

DILT Data Presentation Template

Grandson, Dr. Charles <cgrandson@maldenps.org>

Thu, Dec 1, 2016 at 11:06 PM

To: Principals <principals@maldenps.org>, Directors <curriculumdirectors@maldenps.org>, asstprincipals@maldenps.org, Joan Federico <jfederico@maldenps.org>, Kristy Magras <KMagras@maldenps.org>, Michael Schiavo <mschiavo@maldenps.org>

Cc: Shirley Dorai <sdorai@maldenps.org>, Carol Keenan <ckeenan@maldenps.org>, Maura Johnson <Mjohnson@maldenps.org>, Cimron Charles <ccharles@maldenps.org>

Good Evening DILT Leaders,

Attached please find the Data Presentation Template for our presentations scheduled for Wednesday, December 7th. For those who are scheduled to present, you will have approximately 10 minutes. You can also add a graph or pie chart at your discretion.

Thanks to Principals Gordon and Lombardi for developing a template/ presenting at our last meeting. Thanks to Carol Keenan for putting this together and to Cimron Charles for designing the slide deck.

Please let us know if you have any questions and I look forward seeing your presentations next week!

Best,
CG

[Quoted text hidden]

**DILT Data Presentation Template.pptx**

219K

THE PUBLIC SCHOOLS



CITY OF MALDEN, MASSACHUSETTS

Charles A. Grandson IV, Ed.D
Superintendent of Schools

77 Salem St., Room H104, Malden, MA 02148 Tel. 781-397-6100 Fax: 781-397-7276 www.maldenps.org

Rebecca: Notes

DILT Meeting
December 7, 2016
4:00 PM – 6:00 PM

Agenda:

No.	Items	Presenter	Status/Follow-Up	Time (Mins)
1.	Welcome	RB		5
2.	Presentation of Data	RB		
3.	The Academy	RB, PD, ST		10
4.	Beebe	SV		10
5.	Ferryway	MC		10
6.	Forestdale	DC		10
7.	Salemwood	AS		10
8.	MHS	TL		10
9.	3-5 ELA	JR		10
10.	6-12 ELA	AD		10
11.	3-12 Math 5-8 Science and HS Science	SE		20
12.	K-12 ELL	PT		

